

THE
EDUCATION OF THE DEAF
ON THE
“GERMAN” SYSTEM:

A Paper

Read in the Education Department of the “National Association for the Promotion of Social Science,” at the Twenty-Second Annual Congress, Cheltenham, 1878.

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I PURPOSE in this Paper dealing with that afflicted class of the community usually, but erroneously, termed Deaf and “Dumb.”

I shall endeavour to show that the so-called “Dumbness” arises not from a physical incapacity for speech, but is the result of want of teaching. The reason why, in this country, the vast majority of persons born deaf, or rendered deaf in early years, pass through life without using their voices (for they have voices), is simply from want of instruction.

It will be my duty to point out, in the course of my remarks, the nature of such instruction, and how it is to be obtained ; also, to call attention to the disadvantages of the present system of educating the Deaf in this country.

In telling you that deaf-dumbness is not a natural infirmity, but the result of neglected education, I hope I may have already succeeded in enlisting your sympathies and interest

on behalf of not only an afflicted, but, I may say, an injured class of our fellow-creatures.

Now, I will proceed briefly to consider the sad state of deafness.

Those who in adult age, lose hearing by accident or disease, are truly to be pitied. For ever shut out from the voices of their friends and relations; from music, singing, and from all the comfort and happiness conveyed by means of audible human speech!—and how great that comfort is in our times of sorrow, despondency, and anxiety!—what far greater effect the accents of an earnest, loving voice exercise over us than mere printed letters,—is a point upon which it were needless to dwell.

I will merely ask to be allowed to quote the passage from Dr. Kitto's work, entitled "The Lost Senses," in which he so graphically describes his first discovery of his own deafness. He had fallen from the top of a house, when a boy, and remained in a state of unconsciousness for a fortnight. He says:—

"I was very slow in learning that my hearing was entirely gone. The unusual stillness of all things was grateful to me in my utter exhaustion; and if in this half-awakened state a thought of the matter entered my mind, I ascribed it to the unusual care and success of my friends in preserving silence around me.

"I saw them talking, indeed, to one another, and thought that, out of regard for my feeble condition, they spoke in whispers, because I heard them not.

"The truth was revealed to me in consequence of my solicitude about the book, which had so much interested me on the day of my fall. It had, it seems, been reclaimed by the good old man who had lent it to me, and who, doubtless

concluded that I should have no more need of books, in this life. He was wrong; for there has been nothing in this life which I have needed more.

"I asked for this book with much earnestness, and was answered by signs, which I could not comprehend. 'Why do you not speak?' I cried, 'Pray let me have the book.'

"This seemed to create some confusion; and at length some one more clever than the rest, hit upon the happy expedient of writing upon a slate that the book had been reclaimed by the owner, and that I could not, in my weak state, be allowed to read. 'But,' I said, in great astonishment, 'why do you write to me, why not speak? Speak! Speak!' Those who stood around the bed exchanged significant looks of concern, and the writer soon displayed upon his slate the awful words, 'You are deaf!'"

Now, terrible as deafness is when it attacks us in after life, it is far more to be dreaded in early years, or at birth. In the former case it robs us of much, but by no means of all; it cannot deprive us, for instance, of our knowledge, or prevent us from acquiring more, through the medium of written language. In the latter, however, it may, under certain unfavourable circumstances, place an impassable barrier to the acquirement of all knowledge whatsoever. Language remaining a dark, unfathomable mystery—all ideas, wants, passions, emotions, are expressed only by gesture. Further development, as year succeeds year, there is none; for the reason, that, in the case of the deaf-born, left without education, there is no means of communication between them and the hearing world, and so they remain, without any conception of morality, honesty, justice or religion. This is the sad state of the uneducated deaf,—those unfortunates who have never

had an opportunity of gaining admission into the special schools for teaching deaf-mutes.

We find in most important cities in this country an Asylum, Institution, or School for the Deaf and Dumb. All are well filled ; yet, notwithstanding this, we have, according to the estimates compiled from the last census returns,* over 4000 children growing up in the state I have just described. The number of the deaf and dumb at that period was stated at just upon 20,000, but it is believed that that is much below the real number ;† of these, less than 2000 were in school, and of this number, quite an insignificant minority were being taught to use spoken language, as their ordinary means of communication, the almost universal method of teaching being by signs and dactylography (hand alphabet). This method is generally known as the " French," of which I shall speak, presently.

The number of the deaf and so-called dumb, though large, is not surprisingly so, when we consider the numerous causes of the affliction.

They may be divided into ante-natal and post-natal, and the latter again may be subdivided into 1st, Disease—2nd, Accident.

Of the diseases, scarlet fever, spotted fever, scrofula, and cerebro-spinalis-meningitis are the most productive of deafness.

Falls and blows on the head are the most numerous amongst the accidental causes ; even a sharp box on the ear may occasion life-long deafness.

The ante-natal or congenital causes are—Hereditary transmission—Consanguinity of Parents.

As regards hereditary transmission, we find that where two

* Taken in 1871.

† 30,000 is the computed number for the United Kingdom now—1878.

persons, both being congenitally deaf, marry, the disease will be reproduced, not so often, perhaps, in the first succeeding generation, but very frequently indeed in the second.

Dr. Buxton, the late head of the Liverpool School for the Deaf and Dumb, and present Secretary to the Society for Training Teachers of the Deaf on the "German" system, in a pamphlet entitled, "An Inquiry into the Causes of Deaf Dumbness, Congenital and Acquired," says:—

"In some instances the affliction passes over one generation to appear in the next. I know the mother of 3 mute children, who was the daughter of a deaf-mute; the grandfather, though his own children heard perfectly, was one of 8 deaf-mutes in a family of 16; of these 16, half were males and half females, 4 of each sex could hear, while the other 8 (4 males and 4 females) were born deaf and dumb.

"In another case, 4 out of a family of 8 (3 females and 1 male) were dumb. One of these deaf women being married to a hearing husband, had 2 hearing daughters, each of whom, by hearing husbands, became the parent of a deaf son."

Many other cases of a like nature are mentioned by the same authority, all showing a strong argument against the intermarriage of the congenital deaf.

Now, as to consanguinity of parents, we find marriage of blood relations to be a fruitful source of congenital afflictions, prominent amongst them being deafness.

Dr. Bemiss, of the United States, in a Report to the American Medical Association, some years ago, stated that, having examined into the result of 833 marriages of consanguinity, he found the number of offspring to be 3942, of whom there were defective in one way or another, 1134; deaf and dumb, 145; blind, 85; idiotic, 308; insane, 38; epileptic, 60; scrofulous, 300; deformed, 98. Died young, 883.

These figures surely are sufficiently terrifying !

Dr. Bemiss adds that, after very careful examination of various Asylums, he was satisfied that his researches gave him authority to assume that over 10 per cent. of the deaf and dumb, 5 per cent. of the blind, and nearly 15 per cent. of the idiotic, in the State Institutions of America were the offspring of kindred parents, or of parents themselves the descendants of blood intermarriages.

I have not space in this paper to enlarge upon this most important topic—doubly important, too, from the fact that in some quarters the danger of such marriages is regarded as wholly imaginative.

Let us now turn to the condition known as dumbness, and which we find usually attendant upon deafness, when such is either congenital or occurring in infancy.

Is it true, as some maintain, that dumbness is the natural consequence of deafness ?

I think the “ German ” system of educating the deaf, is a conclusive proof of the fallacy of such a contention.

Deafness is merely an affection of the auditory apparatus,—not of the vocal and articulating organs,—and prevents a child learning to talk in the usual way, viz., by listening to persons around it continually speaking ; and imitating them.

No doubt the use of the articulating organs is most easily and correctly learned by means of the sense of hearing ; but this is not the only way. The senses of sight and touch may be substituted. Let it be universally known that “ dumbness ” (in the case of healthy brain power) follows the want of instruction only, and *is not the result of deafness.*

I may say there is no such thing as organic dumbness, excepting in the case of injury to the lingual, facial, and laryngeal nerves. Paralysis of the first two would destroy the forma-

tion of voice into syllables and words ; whilst paralysis of the latter, controlling as they do the muscular action of the vocal chords, and other parts of the larynx, would destroy voice itself.

In such a case we should have real dumbness, or silence, arising from the incapable condition of all the organs necessary to speech. But I think I may venture to say that such a sad condition is only to be found in mature age, after a severe paralytic seizure : and never in infancy or early years.

In the occasional cases of malformation of the articulating organs, such as cleft palate, or constriction of the frenum of the tongue, we should have defective articulation, without doubt, but not incapacity for speech. Excision of the tongue itself, would not cause absolute loss of speech, much less, dumbness.

We know, then, that though a child be born stone-deaf, so long as the vocal apparatus and brain power are complete, it possesses every requisite for speech, except knowledge. Let us supply that, and this so-called dumbness disappears.

We are in the habit of speaking of a child being dumb from birth. This is quite incorrect, but although it uses voice in infancy, when grown up to man's estate, dumbness is apparent. I will endeavour to show the cause of this.

The deaf-born child, during the first twelve months, in its actions, wants, emotions, and method of expressing them, is identical with the hearing child. They both use the same language, not one that ordinary persons of the male sex can understand, but, as a rule, apparently quite intelligible to mothers and nurses—this is baby-language, the common property of all babies, deaf or hearing. Gradually, however, the latter modify this early language, and adopt the language of those around them.

This, we know, is a slow, and sometimes troublesome

process, but is generally fully accomplished by the fifth or sixth year, and the child is then considered ripe for school instruction.

During all this time, the child has been learning to talk, and acquiring a vast store of information upon innumerable subjects: whilst on the other hand the deaf child at the same age has acquired no information, is still only capable of baby-language, and its knowledge is limited to impressions which it tries to explain by gesture; finally, finding that baby-language is not encouraged in any but a baby, the poor deaf child ceases to use it constantly, and, having none other, too often, alas! sinks into silence. Such a condition is distinctly attributable to the want of knowledge of parents, who in many cases, disliking the unintelligible noises made by their child, check them, instead of endeavouring to mould those noises into syllables and words.

To show that this is not an impossibility, I may mention that it is by no means an uncommon occurrence for a deaf-born child to be brought to school, in possession of a few spoken words as—papa, mamma, baby.

I propose now, briefly, to explain the process of developing articulation, as pursued under the “German” system. The first thing to be done with a pupil of seven is to correct certain bad habits, which are almost sure to have been contracted, dislike of any kind of restraint or discipline, fits of temper, respiration defective, and through the mouth instead of the nose (the latter generally stopped up), and want of power over the muscular action of the tongue.

Having, in the first few attendances in school, trained the pupil to quietness and attention, special care is next paid to gaining a strong expiration of breath,—for, of course, all voice depends originally upon the stream of air which is directed

from the lungs, up the trachea through the vocal chords, the vibration of which constitutes voice. As this vocalised breath is directed through the mouth—and sometimes the nose—it is broken up and moulded into letters, syllables, and words by the articulating organs. Voice then, we see, is formed at the top part of the throat by the vibration of two delicate elastic bands called the vocal chords, which are placed in a peculiarly-shaped cartilaginous structure technically known as the larynx, whilst articulation is performed in the mouth.

It is plain, then, that before we can hope to develop articulation in the deaf child, we must reduce all the apparatus into proper working condition. To effect this, in the first place, a large india-rubber bladder, with a mouth-piece attached to the neck, is given to the pupil, who is directed to fill it with his breath; this exercise is repeated again and again, alternated with blowing and puffing at a feather, or a light ball suspended by a piece of string. When able to respire freely and strongly, the child is then taught to control the respiration to be able to retain it for some time, and to emit it, gradually and in distinct portions; for a common tendency of deaf children in articulating, is to expend an unnecessary quantity of breath in the utterance of a word, or syllable, even; this is a habit which, if not checked by the teacher, will most materially affect the acquirement of good speech.

Simple gymnastic exercises are introduced for the purpose of opening the chest and forming a good carriage—such exercises always being an amusement to the pupils, and affording the teacher an opportunity of making the children quick in observation and action.

Various movements of the tongue, lips, and mouth are then executed by the teacher, and imitated by the pupils: and finally letters are taken.

Neither the alphabetical arrangement nor the names are made use of—*a, b, c*, etc. ; but an arrangement according to the simplicity of the mechanism of the letter. Again only the power of a letter is taught ; as, for example, the so-called consonant *f* is first taught, but not as *ef* ; we discard the vowel, short *e*, and there remains simply *f*.

The pupil's attention is first called to the position of the lower lip and upper teeth necessary for this letter ; then the teacher, retaining the position, directs his breath on to the pupil's hand, who is requested to do the same in turn. This is repeated several times, until the action becomes easy, whereupon the letter is written down, and once again the pupil's observation is directed to the written letter as indicating the action just performed. Other articulations are proceeded with in a similar manner, as, for instance, *s, sh, th, p, t*. It will be observed that all these are voiceless or non-vocal articulations, so that in their production the vocal chords do not vibrate ; there are, however, others allied to these so far as formation is concerned, differing only in the fact of their being vocal. To teach these it is necessary that the pupil's finger should be placed upon the teacher's throat, just below that part of the thyroid cartilage familiarly known as the "apple"—this is where the vocal chords are attached anteriorly, and, when in action, the vibrations can be most distinctly felt. One example will be sufficient to explain here the important difference between a vocal articulation and a non-vocal one, *e.g., f* and *v, s* and *z*, in *fowl, vowel—seal, zeal*.

All the vowels are vocal, and may be divided into three classes, one being produced by the action of the lips, another by the action of the tongue, and the third by the joint action of these organs.

They are taken in the order of the simplicity of construction, as with the consonants, commencing with broad *a*, "ah," and ending with the troublesome compound of the third class, viz., *u*, which is made up of *y* and *oo*. When certain of the consonants and vowels have been mastered, they are combined together, and practised in the same manner as the single articulations, these combinations often producing meaning words—as, for instance, *f* with the broad *a* gives *far*; with open *ä*, *for*; adding *m* finally, *farm*, *form*, are produced; but only in very few cases are these words explained, for the object is, during the first six or eight months, to give the pupils a thorough command of all the letters, singly and in combination, which are required in ordinary conversation. Experience has shown that if language is proceeded with during these first months, articulation and lip-reading will be much more difficult of accomplishment—the teacher finding it necessary all through the course of instruction to do what should have been done at first. It should be borne well in mind that in this work, as in all others, hasty and careless workmanship leads inevitably to disappointing results.

However, though no language (beyond just a few words) is taught at first, we find four branches of instruction proceeding simultaneously, and equably, viz., articulation, lip-reading, reading, and writing. For instance, the pupil learns to copy a letter from the teacher's lips; then to produce it again when the letter is written on the board, and, finally, to write it himself. As an *interim* lesson, printed letters are used, and compared with the written characters.

After all this most important—sometimes monotonous, and always troublesome—drill has been got through satisfactorily, instruction in language may proceed as quickly as the pupil's capacity will permit.

At first, as a matter of course, it must take the form of exclusive object-teaching. To this end a large number of models, toys, and pictures are requisite.* Substantives are naturally easy enough to be comprehended, and certain adjectives of sensible quality, as *hot*, *cold*, *white*, *black*, etc. The pronouns, of course, are more difficult, the interrogative being usually taken first. Verbs are explained by showing the action. The pupil is told to stand up; to sit down; to open the door, the window, a book, etc. Of course the action of the verb is first shown. Then it has to be applied to innumerable objects, by the pupil, at the command of the teacher.

It would be impossible for me in this short paper to give anything more than a brief sketch of the practice of teaching language under the "German" system, and I must conclude this part of my subject by observing that if, from the day the deaf child enters the school, the teacher habitually talks to him, never using his hands in gesture, nor signing in any way, except by facial expression—if he perfects articulation and lip-reading, then attacks language, and teaches all and everything by means of the spoken word—which will necessitate the pupil's attention being fixed on the lips—then, I maintain, that at the end of the minimum course of eight years, such a pupil, being then fifteen years of age, will enter the world as one of the world, and not as a silent exile, which is the case with the vast majority of the deaf, as hitherto taught in this country under the "French" system.

I am aware that some teachers of this last-mentioned method, and of another, known as the "Combined," object to knowledge and language being made completely subordinate

* But the natural object, wherever possible.

to articulation and lip-reading in the first year of instruction, arguing, too, that the "German" system would be the better if signs were permitted, some even proposing the finger-alphabet ; but as such teachers never succeed in turning out a *toto-congenital* pupil who can, after leaving school, conduct all communication by means of spoken language, I must submit that their objections are worthless.

I should wish to venture a few remarks now upon the physical advantages of the "German" system, over the silent method. Having myself visited a large number of schools on either system, both at home and abroad, I can distinctly speak to the noticeable difference in appearance, between children taught to use spoken language and those taught to use signs. In the latter, we generally find a heavy, flabby look about the face, indifferent chest development, and a shuffling gait; whilst in the former, through the use of exercises already described, these appearances are absent—the continual use of the organs necessary to articulation improving the expression of the face in a marked degree.

There can be no question that speaking has a direct tendency to establishing and preserving a good state of health in the deaf child. Where this is neglected, as under the Sign method, the converse will be found.

I am supported in this opinion, amongst others, by a most excellent and independent authority, in the person of Dr. Symes Thompson, Physician to the Hospital for Consumption at Brompton, London, who, in a letter to the *Medical Times and Gazette* (April 7th, 1877), showed that having prescribed for 19,000 out-patients of that Hospital, and comparing such experience with one almost equally great at a general Hospital (King's College), he found the proportion of deaf and dumb patients was in the former case twice as large as in the latter.

He had also known four deaf and dumb patients under treatment at Brompton at the same time.

Further he says, "Deaf-mutes are often of feeble constitution, and as they never use their voices, their lungs are not fully developed, and frequently become the seat of chronic disease."

This tendency to lung disease, I may mention, is strengthened by the habit already alluded to of so many deaf children respiring through the mouth, thus taking the cold air, often with impure particles suspended in it, direct into the lungs, the nasal passages in the meantime being stopped up. This latter condition cannot be permitted under the "German" system, for, in order to produce the elements of *m*, *n*, *ng*, *nk*, which are continually occurring, the nasal cavity must be open and free.

In conclusion, I should wish to call your attention to the great importance of preventing the deaf and "dumb" from associating together, for, in so doing, they will inevitably intermarry and propagate the affliction. Yet so long as they are kept dumb, the poor creatures must associate. Therefore, the remedy, in the future, is to teach them to talk. The question has been often asked:—"Can all the deaf-born be successfully taught by the 'German' system?" The answer is, "Yes," unless there be some other defect besides the deafness (blindness, idiocy, cleft palate, &c.) Such terribly unfortunate cases must be dealt with by the Sign system.

And, now, one word with regard to the title "German," as applied to the practice of teaching the deaf-born to use spoken language. The name has been objected to, by some, their argument being that the practice did not originate in Germany. Very true, for, so far as history can inform us, it seems to have been first accomplished by an English bishop in the year 685, since which time many learned men in various countries have

successfully copied his example. But it was not until the time of Samuel Heinicke, a German, who opened a school at Leipsic in 1778, that the practice became a system which gradually spread, and was adopted as the national method throughout Germany.

During the past 100 years, in the literature of the profession, we find the titles "German" and "French" invariably applied, to the principles of teaching pursued by Heinicke, and his great contemporary in France, the Abbé de l'Epée, and to their successors.

I think, then, that the system may fairly be named after the country which first undertook to teach all its deaf children to speak ; for in Germany, as in most other civilised countries (except England), the education of the deaf is compulsory, and, where necessary, undertaken by the State. Perhaps, in some happy future, England, which it is our wont to consider foremost in the matter of civilisation, may also acknowledge the right of the indigent and helpless deaf to some little knowledge of God and man ; at present they are dependent on private benevolence, which, great and good as it is, seems inadequate for the task, or we should not have upwards of 4000 neglected human beings, growing up almost like animals in the midst of wealth, prosperity, and Christianity.

Efforts, I am happy to say, are being made in various quarters to establish firmly the "German" system in England.

A few schools have been started during the past 12 years, but one serious drawback has always been the want of skilled teachers. There is every prospect of this obstacle being now removed through the unwearied efforts of a gentleman here present.*

* B. St. John Ackers, Esq., Prinknash Park, Gloucestershire.

A Society has been accordingly formed for training teachers of the deaf, and the promotion of the "German" system throughout the United Kingdom.*

The College of the Society has been at work since July last, where future teachers are being instructed in their duties, and little deaf children are being taught to use their voices for the purpose of spoken language.

When an universal education for the deaf shall be decreed in this country, I can only express a heartfelt wish that it may be one which shall stamp them with that most characteristic feature of mankind, the greatest gift of the Almighty—Human speech !

* See Appendix.

FINIS.

APPENDIX.

SOCIETY FOR TRAINING TEACHERS OF THE DEAF:

And Diffusion of the "German" System in the United Kingdom.

President.—HIS GRACE THE ARCHBISHOP OF CANTERBURY.

Chairman of Committee.—MAJOR-GEN. F. C. COTTON, R.E., C.S.I.

Vice-Chairman.—E. SYMES THOMPSON, ESQ., M.D.

Hon. Secretary.—B. ST. JOHN ACKERS, ESQ.

Principal.—ARTHUR A. KINSEY, ESQ.

THIS Society has been established to promote the teaching of the Deaf, on the "German" system. Its purpose is to train Teachers, Governesses, and Relations of the Deaf, so as to make them thoroughly acquainted with this system both in theory and practice; to instruct Children by the same method; and by diffusing a knowledge of the system and of its manifest advantages, promote its extension as widely as possible, and make it available for every class in the community.

The "German" system teaches spoken and written language to the "Deaf and Dumb." It dispenses entirely with signs and the finger alphabet, and with the necessity in after-life of using pencil and tablets.

The TRAINING COLLEGE and SCHOOL of the Society is situate at THE ELMS, CASTLEBAR HILL, EALING, MIDDLESEX.

Parents desirous of having their deaf children taught at home, are earnestly requested to recommend for admission into the College, Governesses, or Tutors, in whom they have confidence, to be trained for this Special work.

The School will be for the children of Educated Parents, and the pupils will receive every possible attention and comfort, under the charge of the Lady Superintendent.

The want of well qualified Teachers is one of the most serious drawbacks to the proper instruction of the Deaf, and to supply this want in the best manner is a main object of this Society.

Donations and Subscriptions are solicited for the purpose of extending the System throughout the United Kingdom, by promoting Schools for the Poor; and for the gratuitous or assisted training of Students, not in a position to pay the ordinary College fees.

Subscriptions may be paid to the Treasurer, Sir John Lubbock, Bart., M.P., at Messrs. Robarts, Lubbock, and Co., 15, Lombard Street, E.C.; Sir Samuel Scott, Bart., and Co., 1, Cavendish Square, W.; Messrs. Praed and Co., 189, Fleet Street, E.C.; and Messrs. C. Hopkinson and Sons, 3, Regent Street, St. James's, S.W.

Applications for the admission of Students and Pupils should be addressed to the SECRETARY, 1, NOTTINGHAM PLACE, REGENT'S PARK, W., from whom all required information may be obtained.

DAVID BUXTON, *Secretary.*

The following Publications, Explanatory of the "German" System of Teaching the Deaf, may be obtained on application to the Secretary:—

"DEAF not DUMB."

A Lecture, delivered October 12, 1876, before the Gloucester Literary and Scientific Institution, by B. ST. J. ACKERS (Barrister-at-Law, Esquire), of Prinknash Park, Painswick; President of the above Association. Published by request. London: Longmans, Green, & Co.—Gloucester: E. Nest. Price Sixpence.

By the same Author.

"VOCAL SPEECH FOR THE DUMB."

A Paper on the Education of the "Deaf and Dumb": "German" system: read April 25, 1877, before the Society of Arts: with discussion. Republished by permission. To this paper was awarded the Silver Medal of the Society of Arts. London: Longmans, Green, & Co. 1877. Price One Shilling and Sixpence.

SPEECH AND LIP-READING FOR THE DEAF.

To bring before an assembly like the present one any contribution to its Proceedings which shall be of real practical value, it is necessary that one should speak only of what he knows, what he has seen with his own eyes, or has actually accomplished with his own labours. Within these limits I hope to restrict myself.

Before I come to speak of the experience gained during that service to the Deaf which has absorbed two-thirds of my whole life, it may be expected that I should say something on a subject to which I am known to have given some attention—the Statistics of Deafness. (See *Special Question 5*, end of Programme.)

I wish I had anything new to tell you, on this head. But the present time is most inopportune. The numbering of the people of Great Britain and Ireland occurs decennially, in the first year of every decade. The last enumeration took place nine years ago ; the next will take place a few months hence. Not till 1851 was any “Census of the Deaf and Dumb” ever taken in Great Britain at all. Since then it has been made at ten-year intervals ; and the fourth such Census is to be taken in the spring of the

ensuing year. In the meantime, whatever may be our opinions and our apprehensions, neither "those who hope the best nor those who fear the worst" (into which two classes a great English author [Swift] said the whole human race might be divided) can obtain any adequate or justificatory evidence to sanction conclusions differing from those based on the Census Returns of 1871, until the Returns of 1881 are published. These will be of inestimable value. The significance of the declared total will be of relatively small importance in comparison with the value of that additional factor in the computation which will enable us to estimate together the several Returns of 1851, 1861, 1871 and 1881.

Still, we shall not get as much help as we desire from the British Census, because it deals only with the totals. This, however, is not the case with Ireland. There, the figures are supplemented by special details, with an unstinted and admirable copiousness which makes us wish that the same kind and amount of information were equally obtainable from accredited official documents in other countries. Yet it is possible to blunder, even there. That, of course, goes without telling; for the country is Ireland. But how readily the error is detected first and corrected afterwards I will show you by a singular example. In one district of the country the number of children returned as "dumb" was so excessive and improbable that further inquiry was made, through the verifying agency employed,—the Constabulary of the

country,—when it was discovered that the rural enumerator had put down as “dumb” every infant who was too young, not only to speak but, to perform any other act of volition whatever.

Still, even scanty information, when it can be depended upon, is better than doubtful estimates and guess work. A comparison of mere totals will tell us a good deal; and the record of another ten years' progress in the life of a great nation, in respect of its deaf population, will, when contrasted with those of ten, twenty, thirty years before, give us abundant matter for reflection and enquiry.

What are the changes which occur? Is the direction of their action uniform or contradictory? What are the causes which produce them? Are they constant or variable?—subject to influences within human control, or altogether independent of it? These are questions which must occur, and which have occurred, to the minds of those who, duly impressed with the sense of its profound importance, have given their serious attention to the facts and figures which bear upon this subject.

We already possess considerable knowledge of the most fruitful causes of deafness, both congenital and post-natal. How far are we succeeding in arresting the action and effect of those causes? As regards consanguineous marriages, and intermarriages among the deaf—is the knowledge of what unions ought to be avoided, and the prudence which avoids them, extending? or not?

Then, as to diseases which result in deafness. Are they becoming more amenable to medical treatment? Or, is their subjugation to more highly developed skill, even yet, only limited and partial? Have we stopped them short at the point where they would destroy life, only to leave them still more rampant with the malignity which destroys hearing? In a word, Have we fewer *dead*, but more *deaf*? And is this inevitable? Can we hope to push back the invader further still, to a limit where he shall have no power over either life or hearing? Then, indeed, will science, and the skill which is its offspring, have achieved for humanity a noble victory. But, if the first result of improved medical treatment is, though but temporarily, to save life at the expense of hearing, and, while diminishing the general death-rate, to add to the number of the deaf,—the applicants for admission into our institutions will not diminish, nor will the necessity for their instruction, on the best systems and with the utmost possible advantages, call less loudly for public benevolence and support.

Reviewing the whole subject, we are justified in concluding that some causes may be modified, that some will disappear—(as “spotted” fever has done in the United States),—that some will vary at different periods,—like meningitis, for example, which has been so prevalent as to have become the subject of a special inquiry among the medical men of Germany,*—and

* See a Paper read at the Paris Congress, September, 1878, by M. Hugentobler.

that the spread of sounder knowledge of the Laws of Health and Disease will tend to diminish the number of the Deaf, as was found when the British Census of 1871 was compared with that of 1861. But against all this we must set one fact of growing magnitude and significance. The deaf are now led, as a consequence of existing customs and of the circumstances of their education, to associate together in after life, and to mate with each other in an increased and increasing degree. From this we cannot but anticipate that those possible—I was going to say, but as we now know them to be, the actual and certain—consequences of such unions will affect in a very marked manner all future enumerations.

On this ground then, amongst many others, I advocate that system of teaching and training the deaf which separates, not congregates, them ; which promotes small schools, not large ones ; the employment of hearing teachers, not deaf ones ; of teachers trained and highly competent, not unqualified and inefficient ; which gives the pupil the speech of his country, not the “signs” of his class ; and which, finally, sends him out into the world, confident and well-instructed, to find his duties and companions there,—not a system which leaves so many of them, timid and ill-instructed, to turn back and associate with others like themselves.

Here it may be said—for it has been said—that for me to lay down and maintain such a position as this is highly inconsistent. Well, gentlemen, it is

really hardly worth spending the little time it occupies to answer such an objection, ever so briefly. The question is not whether the speaker is inconsistent, but whether his testimony is true. The man who can most securely plume himself upon his consistency (if nothing more) is he who learns nothing, but remains fixed and immovable from first to last. Those, on the contrary, who are ever learning, and constantly applying their additional acquirements to practical ends, are often open to the cheap and ready charge of inconsistency ; but they have their compensation, for it is to such as they that the human race has often owed its greatest obligations.

Besides, there are those present who can testify that I never was the direct opponent of the "German" system. I always believed and said that Speech for the Deaf was the best thing conceivable. Placed, however, as I was, I had to work for the best thing attainable, yet never shutting my eyes to the superior end, and only waiting for the proof that it was possible. That proof I have received. I have seen the possible accomplished. The ideal of my conceptions and my hopes is realized in successful "German" teaching, and in that alone. I see that the deaf, taught upon any other system, are *both* deaf and dumb ; taught upon this system, they are *not* "deaf-and-dumb." And you who hear these words know, better than anyone, the infinite world of difference which is involved in this distinction.

And now, with your permission, I desire to address myself to some of the questions proposed in the official programme which accompanied the invitation to this Congress.

My opportunities of observation have exceeded those of most of my countrymen: but I will not unduly trespass upon your time, as many of the questions have received special answers from those with whom I have the honour to be associated.

PROGRAMME.

SECTION I. QUESTIONS 1—3.

Answer:—The whole of the first series of questions is governed by the enquiry,—“Should a school be a boarding or a day school”? (Question I.) As I think that teaching should be by speech and not by signs, it follows, that contact with those who speak should be assiduously promoted, and association with the deaf as earnestly and systematically discouraged. Schools should, therefore, be small; assimilated in all respects to the manner, tone, and spirit of a school for hearing children. The pupil’s mind is like a ball which, wherever it rolls or wherever it falls, comes into contact with *something*. Let that “*something*” be—hearing influences; habitual association with those who speak; who are always speaking. In

large boarding schools of the deaf and dumb, the contact is with the deaf alone. The healthy elevating process just described is completely reversed: and this procedure is as much to be deprecated as the former is to be promoted, with a watchfulness which never tires, and a perseverance which never flags.

SECTION II. ON TEACHING. QUESTION 2.

Answer :—No definite answer is possible. I said at the Conference in London, in 1877, “As soon as a child can learn *anything* it should learn *something*.” (*Proceedings, page 16.*) This is the principle—“a rough and ready principle,” it has been called—which applies to *all* teaching, irrespective of system or of class. But the different degrees of health, development and capacity, found in children of the same age, prevent its formal reduction to any fixed rule. Some children are more capable of receiving instruction at three years of age than other children are at the age of six. Only—and this is most important—let the education be, from the first, of the best kind, and on the best principle. It would be better to give little instruction, or even none at all, than such as must be *unlearned* when the pupil goes to school. Every teacher of experience can testify that this work of up-rooting that which should never have been allowed to grow, is the most harassing, most difficult, and most disheartening of his tasks.

SECTION II. QUESTION 7.

Answer :—The pupils should change masters, but the masters should also change classes, from time to time. Teachers should not remain always with pupils who are on precisely the same level as their predecessors. Nothing so thoroughly breaks down that elastic spirit which is the life of all good teaching as enforced detention at one and the same grade. Neither body nor mind can be maintained at its full stature, if either nurses or teachers are constantly stooping, to adapt themselves to the stature, physical or mental, of the children in their charge.

SECTION II. QUESTIONS 8, 9.

Answer :—It is of the most vital importance, to keep the minds of our deaf pupils interested and their attention alive, to avoid weariness of their lessons. To this end I would adopt little changes, frequently, but of course judiciously. Let the children change their postures and positions ; let the class-room itself be changed, occasionally, and the teacher also. The lessons and amusements will naturally change.

SECTION III. ON METHODS. QUESTION 7.

Answer :—Art teaching is useful in this respect (*i.e.*, in the sense of the previous answer), but it should always be in due subordination to the proper purpose of education, which is not to make good artists, but to train good citizens.

SECTION III. QUESTION 1.

Answer :—To what I have already said in this paper I desire to add that “ Signs ” are not a language, though they are sometimes said to be one. They are but a substitute for language, and a bad substitute. They are also said to be a means to an end, but are too often acquiesced in and adopted as the end itself. They do not open the door to the world of written and spoken language ; they turn the key inside, and the poor mute soul is confined within its own small intellectual world—for life.

SECTION III. QUESTION 2.

Answer :—In the “ Pure Oral ” method—which, in this paper is always spoken of as the “ German ” system—speech is the first and chief means employed. In the “ Mixed ” system it is only one amongst others. But, let this never be forgotten, to degrade it is to kill it.

SECTION III. QUESTION 8.

Answer :—The surer and, in the end, the more extensive “ knowledge ” is to be obtained on “ the method of articulation,” because such knowledge is acquired through language, the infallible and always available means to further acquirement. It follows that the time *so* spent is *best* spent, however long it may be.

SECTION IV. SPECIAL QUESTION 2.

Answer :—After this result,—a full knowledge of language—has been attained, and not until then, there is not only no reason why a deaf pupil should not go to an ordinary tutor for instruction in classics or other higher branches of learning, but it is the proper, and the only proper, course to be adopted. I have known cases in which it has been adopted, without difficulty, and with marked success.

A sentiment of the late Sir Arthur Helps,* primarily applied by him to philanthropic action in another direction, appears to me to be peculiarly appropriate to education, and especially to the education of the deaf. “Human nature,” he says, “is a thing to which we can put no limits, and which requires to be treated with unbounded hopefulness.”

No wiser maxim for our guidance was ever penned than that. Approach the Deaf in that spirit—teach *them* in that spirit, and they will rise up to thank you, their benefactors, in accents like your own. But it is only this spirit of “unbounded hopefulness,” kindred to the “faith which can remove mountains”

* *Friends in Council*, vol. ii. p. 328.

of difficulty, which can accomplish such a task. Yet see what notable achievements it has already made! It is in this same spirit of "unbounded hopefulness" that Discovery and Skill have made their most important conquests. They have promoted the commerce of the world by shortening tedious routes, and removing obstacles to navigation as old as the creation. Surely there is, here, an analogy most instructive to ourselves. When I began my work as a teacher of the deaf, every Eastern voyager went to India round the Cape. Waghorn had not tracked the overland route; de Lesseps had not cut through the Isthmus, and joined the Western to the Eastern seas. A parallel change has taken place in the work we are considering, so far as my own and some other countries are concerned. I began to teach on the "Sign" system. I "went round the Cape." There was no Suez Canal then. There is now. And by that superior route I mean to go, as I most strenuously and earnestly urge its adoption upon you. It goes straight to its destined port. Other systems stop short of it. And it is our duty—our solemn bounden duty—to the deaf children whose needs have called this remarkable assembly together, and to Him who is the God and Father of us all, that we should do the best we can, by the best means which are available, and with the best efforts which we can command. To do this is not only to follow at our humble distance in the blessed steps of our Great Exemplar, "Who went about doing good" to the deaf who were brought to Him for sympathy and help,

ON THE EDUCATION OF THE DEAF.

THE days in which a deaf and dumb person was looked upon as a being little, if at all, removed from the condition of the inferior animal world, unworthy of notice, and incapable of instruction or appreciation of Divine Truth, have happily long since passed away.

We of the present era of civilisation reflect with mournful feelings, perhaps not unmixed altogether with surprise, at the distressing ignorance displayed by the Ancients in their treatment of that afflicted class for whose benefit we are here present assembled.

The deaf and “dumb” are capable of most of the attainments within the reach of hearing persons; in fact I may say all, with the sole exception of those which depend upon a clear perception and accurate analysis of sound, and we so far understand the exact physical status of even those born deaf, that many of us accustom ourselves to speak of them, and rightly so, as deaf only, not as deaf and dumb.

For centuries past the fact has been demonstrated that dumbness is not a legitimate consequence of deafness, but it is to be regretted that this knowledge has so very slowly produced those natural and important results which should have been the outcome, and

furthermore that such knowledge has so rarely been acted upon in a systematic manner, by those engaged in considering a means of education.

I do not propose to trouble you with the past history of the education of the deaf, but rather to deal with its prospective development upon the "German" system. (See Question 3, Section II. on *Teaching*.)

Before proceeding further I should propose to classify those for whom we are labouring, according to their physical and mental condition. I shall ask your consent to placing the simply deaf on the one side, and those deaf and otherwise afflicted on the other; in this latter class I include those suffering from defective brain power, imperfect vision, extreme constitutional weakness, or serious malformation of the vocal and articulating organs.

The first division it is proposed to instruct on the "German" system, the second on the "French."

At the present time the special schools in Germany do not reject those suffering other serious ailments in addition to deafness. All the deaf are admitted to the advantages of instruction regardless of other defect being unhappily present.

But the question which I desire to present to you is,—Should this continue?

Where time, money, and teaching power are limited, where pupils are in excess of school accommodation at the special institutions, would it not be wiser to teach those merely deaf upon the "German" system—those who would really profit by such instruc-

tion and put it to real practical and valuable use in after life—than to keep back such pupils for the sake of doubly afflicted ones, who, despite all effort and skill, would only be advanced to a certain attainment in spoken language of trifling and most uncertain value?

I beg you, however, not to assume that I am here proposing to educate only the bright and clever deaf in the oral language of their country—not at all.

We will accept the dull, the stupid, the obstinate—aye, even those whose case of apparent mental deficiency might well look hopeless—doubting not that a large percentage of such pupils would remain and become among the brightest triumphs of the “German” system.

The children that this method is incompetent to deal with should be cared for by other means not requiring so much capability on the part of the afflicted.

I beg now to direct your attention to the Question (No. 5, Section II.) whether the two states of congenital and acquired deafness cause any difference in the matter of teaching.

My opinion and experience is, that in either case, where the deafness is total or nearly so, and supposing the accidental deafness to have occurred in infancy, no difference whatever is observable.

I am fully aware that many teachers on the “French” method have held the view (and may do so now) that a *toto-congenital* deaf child cannot be

taught to use spoken language at all, much less as its sole means of intercourse with the hearing world. This, however, is an erroneous idea altogether, as most of you here well know, and I confidently ask you to support me in the statement, that such an opinion on the part of those teachers is based upon their inattention to what the “German” system has done the past hundred years, and is doing so pre-eminently well in the present day.

This false belief I take to have arisen from the fact that certain teachers, unacquainted with the practice of the “German” method, but being forced or induced to attempt teaching pupils to talk, have selected semi-mute and semi-deaf children upon whom to experiment, then finding, even in these cases, great difficulty in the work, and little success rewarding their labours, owing entirely to their want of knowledge and skill, have jumped to the conclusion that the instruction of the deaf-born in speech would be utterly impossible, where the practice had proved so difficult in the case of pupils partially deaf, or those who had acquired a certain amount of spoken language before loss of hearing.

It has been asked (Question 2, Section II.), What is the best age to admit a deaf child to school? This is a matter which depends very much on the constitution of the child.

Children, as we all know, differ much. This difference most frequently arising from the treatment and example exhibited in their homes. If it be

necessary to fix a time, I should not think it advisable to limit it too exactly, but allow some margin for variations in temperament, constitution, or capacity,—say from six to nine years of age.

In my allusion to the home life of children, I am reminded that parents or guardians of deaf children might do much for them in the way of preparation, if they did but know how. I beg respectfully to suggest to this learned assembly that certain instructions might be prepared and printed for circulation among such persons, for their guidance in the management of afflicted children.

Such a course may already be adopted here and there in the vicinity of some well-known institution, but I am not aware whether it is a general custom.

Although a deaf child may not be admitted to school until a certain age, there is no reason whatever that suitable teaching should not be attempted beforehand.

This must perforce be of the simplest nature, and in the direction of training the child's powers of observation and attention, of accustoming it to watch the motions of the speaker's face and mouth, not in attempting any knowledge of letters.

Many deaf children come to school able to articulate a few monosyllabic words more or less perfectly, but as we find in the majority of cases the ability is of the less perfect order, I cannot recommend at present that parents should be advised to attempt teaching articulation, unless they themselves are in some way

intimate with the process pursued in the schools. At the same time, I most earnestly urge that the voice of the deaf in the early years should in no way be checked, but rather that the child should in every way be encouraged to use it, after a natural manner and as frequently as possible.

In speaking of preliminary teaching, I naturally exclude all signs on the part of those surrounding the child ; gestures as to a hearing one may be permitted, such as pointing, beckoning, and the interpretation of the emotions generally by means of facial expression.

Having here alluded to signs and gestures, I am led to the consideration of their use in conjunction with articulation.

This proceeding has, so to speak, been systematized in certain quarters, and is known as the "Combined" method. The theory of the method may be good. The practice of it, "German" system teachers know to be radically and irremediably bad.

Its supporters profess to select the best parts of two totally incompatible systems and to amalgamate them.

But what do they mean "by the best part"? Why, so far as the "German" system goes, merely articulation, which the "Combined" method professors imperfectly teach as an accomplishment little better than useless; this is tacked on to a language of signs, eked out by dactylography and script.

Under the "Combined" method we find the pupils being taught, as under the "French," an

artificial language of signs, arbitrary, methodical, and conventional, as they are differently termed.

This sign language is opposed in its construction to any language here represented. Whether any model exists at all on which it has been founded, I cannot say.

The sign language is perfectly unknown except to its own professors and experts, and this fact has been appreciated to the extent that a certain amount of language is conveyed to their pupils by means of writing and spelling on the fingers for the furtherance of communication with the outside world ; added to this in the “Combined” schools the pupil is taught during a fractional part of his day’s tuition to articulate more or less intelligibly some few words and short phrases.

Just as Writing and Dactylogy are entirely subservient to the sign language, so is Articulation, only in a far greater degree, subservient to the other three.

The result of the mixture is simply this. The pupil has a ready, though very imperfect and chance-like means of communication with his fellow pupils and teachers—he has a scanty and difficult method of intercourse with the hearing world, by means of writing and on some occasions the manual alphabet—whilst his articulation serves at times, when he utters by request the few imperfect words at his doubtful command, to surprise and not infrequently pain the unlearned of his hearers, damaging very seriously the “German” system. For they think to themselves

“if this be teaching the deaf to speak, 'twere better they remained silent.”

Unfortunately, every dabbler in articulation chooses to imagine that he or she is working on the lines of that great and good method, though not one of them apparently can bring himself to the little honesty of adopting even its name.

Now, to consider what constitutes the “German” system, or in the words of the question “The Pure Oral Method” (See Question 2, Section III. On *Methods*).

Its principles are simple and inflexible. It says you are to look on your deaf child from the first as on a hearing one, the difference in teaching spoken language being that you must, in the former case, appeal to the mind and brain through the eye instead of the ear.

Now, spoken language, it is needless to say, is not addressed by the hands and fingers, but by the vocal organs, therefore all the “German” system teachers’ attention is concentrated upon these, more particularly in the early years of education. I do not propose to trouble you for a moment with the process of such instruction, but merely to answer briefly and broadly what constitutes the “German” method

It is this. All knowledge is conveyed from teacher to pupil by the spoken word, received by the pupil through the eye, and acknowledged by him in return also by the spoken word.

Written language follows and accompanies such

teaching precisely as it would do in a school for the hearing. The spoken word first—its written equivalent afterwards. Hands and fingers in a “German” school are used to wield easily a pen or pencil in a manner familiar to the outer world—not to motion and gesticulate with in a way but barely intelligible to one in every 1,700 of the population of a country.

Voices are used as destined by the Good Creator, not silenced by the prejudiced ignorance of man.

* * * *

In answer to Question 4, Section III., I reply:—The natural way of educating a hearing child is the natural way of educating a deaf one, allowing, of course, the substitution of another sense for the one lost.

From a theoretical point of view the most natural and effectual way of teaching a child its native language would be to use that, and nothing else.

The procedure and known success of the “German” method proves this to be the case practically so far as the deaf are concerned.

The “French” and “Combined” teachers, however, appear to think otherwise, for they interpose a means of communication which is a close secret to all but themselves and their pupils, and sometimes the secret is of such a ponderous and complex nature that they themselves are puzzled by its ramifications, for notwithstanding the universality which is claimed for signs, it is the fact that both teachers and pupils of one institution when brought into contact with

those of another, are often at fault to understand their respective signs. There is, in fact, no codified system of signs common to all institutions and countries.

The objection already taken to signs seems to apply with nearly equal force to a method of recent years adopted in some American institutions of representing written language by certain symbols instead of the Roman character.

Professor Graham Bell (of the Boston University, U.S.A.), whose fame is now world-wide as the inventor of the Telephone, having devoted some of his valuable time to the education of the deaf, thought to render the task of teaching them to speak easier by adapting his father's most ingenious and scientific system of Visible Speech to that end ; but I contend, since the art of teaching the born deaf to speak was first discovered down to the present day, nothing has ever accomplished it except the process of the pupil's watching, feeling, and imitating the motions made by the vocal and articulating organs of the teacher.

Do not let instructors deceive themselves—this it is and this alone, which develops articulation. The manner of graphically representing the sound will be regulated by the nationality of the teacher.

Let him employ such letters from the first as his pupils will have to deal with in the mastery of their language, and not be lured away by a system of symbols, having no kind of currency in the written language of any civilised community.

Symbols and signs are metals absolutely base and

worthless, when tested by the communication currency of the hearing world.

The ingenuity of man does certainly seem to run riot in its dealing with the education of the deaf.

Any way rather than a natural one, seems to be the principle most persistently adopted in certain quarters.

From the day when the illustrious Abbé de l'Epée elaborated his system of artificial signs with exact provision made for every change of a highly inflected language down to the introduction of Whipple's Natural Alphabet and Bell's Visible Speech, the educational path of the deaf appears plentifully bestrewn with obstacles.

The practical German mind, however, having been fortunately guided in the first instance to a right beginning, has never wavered in its course of directing the education of the deaf in an easy and natural channel leading straight to the desired goal.

It has been asked (Question 6, Section II.) how many pupils may be thoroughly taught upon the "German" method. The answer is,—During the preliminary process of developing articulation and lip-reading, so as to establish a ready means of communication between teacher and pupils, the number of the latter should certainly be limited to ten, and even here hard, active, and skilful work will unquestionably be required, to accomplish satisfactory results.

When this ready means of intercourse has been attained, and the pupils are fairly launched on their way to idiomatic language, then the numbers of pupils

to a teacher may be enlarged, care, of course, being taken to grade them, as it is termed ; towards the last stage of instruction a teacher may lecture to a class of as many pupils as can conveniently read from his lips. Defining the number somewhat, I may mention that I have several times in Germany seen audiences of seventy and upwards listening with their eyes and profiting by the discourses which were addressed to them, and in one case, as I well remember, by a pastor, an absolute stranger to all but four of his congregation : for it happened to be a confirmation service.

And here I am led to the consideration of the length of time necessary to educate the deaf. (Question 4, Section II.) I think a fair margin should be allowed in fixing a period, more particularly for the duller pupils.

And I would like to ask,—Why should the deaf be granted a less time in which to complete their education than their far more fortunate hearing fellow creatures ? Yet such is the case in some countries, notably my own. Worse than this, we have not one single State school for the deaf throughout the length and breadth of Great Britain.

At least eight years should be allowed for a deaf child's education in a state or charitably supported school, with an extra two years freely granted whenever deemed necessary by those responsible for the teaching.

Now, in these eight or ten years of education it may be asked (Question 8, Section III.), What amount

of knowledge in different branches of study would be gained? Such an interrogatory is somewhat difficult to meet, depending as it does so much on the matter and manner of the instruction afforded.

European schools, for instance, do not aspire to such a very extensive standard of acquirements as do those of the United States of America; but on the other hand, if they do not profess to instruct their classes in nearly all the branches of a collegiate course, they do at least expect their pupils at the end of eight years instruction to be on a par with hearing companions a year or so junior.

The "German" system works to the end that the finished scholar leaves with a real command of both idiomatic and written language, a sound knowledge of subjects usually comprised in a secondary course, and with the potentiality of acquiring further knowledge in any branch of the sciences that may be desired or requisite.

Now, with your kind permission, I should wish to say a few words upon the constitution and working plan of a school for the deaf. (Question 1, Section II.)

I propose, in the first instance, to decrease very materially the numbers usually found in such schools, the huge "Internats,"—"Exile" schools as they have been not unjustly termed.

For many reasons, which I have not the space to enter upon in this paper, the deaf should be segregated as much as possible. At present, in the

majority of instances, the reverse is the practice. This question seems so very important that I gladly leave it in abler hands, trusting that it may be fully discussed during the course of this most important Congress.

A school should, at the outside, comprise thirty pupils, with three teachers and three class-rooms.

The construction and arrangement of buildings forms no part of my paper, but I much desire to call attention to the necessity of plenty of light in the class-room, which should be so arranged as to fall on the teacher's face. I refer here to the earlier stages of instruction, which should always be made as simple as possible. "From the easy to the difficult"; "From the known to the unknown," are golden maxims of the "German" method. Following out this principle, as the pupil gradually acquires the power of lip-reading under favourable conditions, we proceed to introduce such difficulties as will have to be encountered in the outside world. Amongst other matters, beards are sometimes supposed to present an obstacle to lip-reading. If this were so, then most of the teachers in Germany that I know have one and all cleared the obstacle most successfully, even when carrying the additional penalty of a heavy moustache.

I also strongly recommend in class-teaching (See Question 2, Section I.) a circular arrangement of desks and seats, enabling every member of the class to be in a position to lip-read from any point in the circle; thus, no matter who speaks in the class, every

one can watch the speaker's mouth. In only two schools of the many I have stayed at have I noticed such a practice.

During the first year, each pupil requires a considerable amount of individual teaching, for it is in this stage that the all important work of establishing a ready and precise method of communication between teacher and taught is to be accomplished. This being done, instruction gradually settles down to ordinary class-teaching.

The question whether pupils should usually sit or stand (Question 8, Section II.) is a matter entirely dependent on the lesson and stage of instruction. Too much sitting is bad, so likewise is too much standing. In the early years of a deaf child's instruction the best plan appears to me to continually vary the position—now sitting and writing in a book, now standing and speaking, writing at the board, walking to objects, pointing to them, carrying them, naming them, and so on. I can call to mind a school for the deaf in Austria, of considerable reputation, where the (to me) barbarous practice was in force of making the pupils and teachers stand all through the morning and afternoon session, unless engaged in a drawing lesson.

Having alluded to Drawing (See Question 7, Section III.), I should wish to enter a protest against drawing being made an important and integral part of the education of the deaf.

Drawing teaches them no part of language, and is in no way to be considered as an essential part of an education which will fit them for intercourse with the hearing world. Every hour spent on drawing lessons in school is so much taken from that instruction which is of vital importance.

At the same time, I am the last to counsel that the deaf should be deprived of any amusement good for them. Let, then, drawing be considered as such, or as an accomplishment, and I rest content.

Great good is considered likely to accrue to the deaf in some institutions, by the teaching of drawing systematically, as it is supposed that the pupils on leaving may learn and follow the businesses of engraving, lithography and the like. I would wish to call your earnest attention to the fact that such work tends to an excessive strain on the eyesight ; and this being so, the deaf, already doubly dependent on the sense of vision, should be jealously guarded against any pursuit likely to interfere with its effective use.

I cannot but think that drawing lessons in some institutions on the “ German ” system are merely an excuse for a relief-hour. If this be so, I do not object so much, as it may be often convenient towards the close of the day’s work to engage a class in drawing, in consequence of the teacher’s absence. There are, however, certain institutions where the visitor’s attention is specially directed to the excellence of the pupils’ drawing. My contention is that such children’s power

of drawing is far in advance of their power of using or understanding language.

The pupils of the late lamented Inspector Arnold, of Riehen, would never have attained to their excellent proficiency in speech had he considered that drawing heads from the antique was one of the principal subjects of a deaf child's education.

Having just previously identified a class with its teacher, I should desire to point out the importance (which I feel so many of my more experienced colleagues will readily admit) of not restricting a class to any one instructor (Question 7, Section II.), but allowing it to receive teaching from each member of the educational staff of the establishment. This practice is very essential for the acquirement of good lip-reading. Visitors and others should also be pressed into the service of speaking to the pupils and listening to them in return.

One master, no doubt, should be responsible for the general progress of a class throughout a certain period—a year for instance; but need not devote every hour of the teaching day to his own class. Change is most beneficial for both pupil and instructor, and is often a relief to the latter.

A grave mistake exists in certain schools where attempts have been made to teach articulation, that such instruction is very exhausting in its nature, and tends to impairment of health in the teacher; in fact, I was gravely told by an instructor in a large internat

on the other side of the Atlantic, that he had wrecked his constitution by such teaching in the short space of five years.

When we reflect on the multiples of five years during which well-known teachers in Germany have been imparting spoken language to a succession of pupils, without injury to health, we must conclude either that the constitution of the teacher was in fault, or his system of instruction ; and I am bound to say I feel convinced it was the latter.

With regard to the question of text books, manuals, and the fitting time for teaching grammar and other subjects (Questions 5 and 6, Section III.) I should desire to express the opinion that good text books are very requisite, especially in the present large institutions. Personally, I should prefer to see a teacher dispense with them, and instruct from his own knowledge and memory, but this would only be possible in small schools and classes. Then as to the teaching of grammar, &c., the first object of the teacher of the deaf on the “German” system is to construct a medium of communication between himself and his pupils ; having succeeded in this, the next immediate object is to place them in possession of language, both spoken and written. When this is really accomplished it will be time to introduce special branches of study, as religion, history, geography, natural history, and systematic arithmetic ; finally a knowledge of the rules regulating the construction

of language itself, viz., grammar; but if this latter were never given in school it would matter very little, so long as language had been correctly taught in the first instance.

To answer beforehand a question which I anticipate from sign system teachers, as to the time when a sufficiency of language will be acquired to enable the special branches to be proceeded with; also to meet the probable objection, that religious instruction should not be delayed a single day,—I may point out that language with the hearing is day by day growing as our stock of ideas increases, and we learn new words and phrases to express them. This happens from our earliest childhood to the zenith of our intellectual manhood. When, as children yet at the mother's knee, we both listened to, talked of and comprehended a vast amount of information on many subjects, more particularly religious ones, these subjects were not classified, but simply included under the one head of "language". So too with the deaf taught on the "German" system.

In the process of instructing in language a very large amount of general knowledge is conveyed in the first three years.

If in the course of a lesson we speak of a leaf, a shrub, a plant, varieties of flowers and of trees, explain and make comparisons, again show the heavens, the stars, the moon, the sun, clouds, sky; direct attention to the elements, and explain that God

is the Creator of all,—we do not dignify such instruction by speaking of it as “ Religion,” “ Botany,” and “ Astronomy,”—but merely as Language.

Referring to the study of Grammar, I cannot refrain from calling your attention to the noteworthy fact that the country where the deaf are habitually taught to use spoken language is in the unhappy possession of a Grammar which may fairly be considered as beyond the grasp of an ordinary intellect.

In conclusion, I think the first and last duty of a teacher of the deaf is (where time is in any sense an object) to place his pupil in full communication with the hearing world, both by means of spoken language and that of books and journals.

Let special studies be cared for, after this great and all-important work has been accomplished. Let the deaf pupil on leaving school show the value and completeness of his training by following unaided, or with the assistance of some hearing companion, any congenial branch of study or science which time had forbidden him to indulge in, during his apprenticeship at spoken and written language.

These remarks are addressed, not at my “ German ” system brothers, but at those engaged on other methods in my mind far less satisfactory, and I think are not uncalled for, when I remember the words addressed by the head of a National College for the deaf and dumb, viz., that he “ had felt diffident about conferring a degree on a young man upon

MY EXPERIENCE OF VARIOUS METHODS OF EDUCATING THE DEAF-BORN.

GENTLEMEN,—It is in no spirit of egotism that I venture to bring before you my own experience in various methods of educating the deaf; but in the hope that, in so illustrious an assembly, the convictions of an earnest worker will have due weight.

During the seventeen years I have devoted to the deaf, I have had no thought but their best welfare, I have now no desire stronger than to lead others to my own persuasion, that this is best secured by educating them according to the “German” method, by vocal speech, and lip-reading.

When I began my work in 1863, I had never seen a deaf-born child. I was ignorant that so vast a number of our fellow beings were deprived of the sense of hearing, and I had no idea that so many institutions existed for the amelioration of their condition. All I then knew had been gathered from a short account of Laura Bridgman and James Mitchell, in *Chambers’ Magazine*. Very early in life my interest had been aroused by a vivid realization of the nobleness of Dr. Howe’s effort to restore Laura Bridgman to social life; but no opportunity of following in his footsteps opened to me till the year of

which I speak. Then I heard through my father, a London physician, of the miserable condition of a young lady, who by a succession of fevers had been left lame, maimed, deaf, and almost blind. No one could be found to educate this unhappy child, and my father was appealed to for advice and assistance. The slumbering desire of my heart awoke, and I gained permission to attempt the task. My pupil retained a few words, chiefly nouns, and my first attention was bent on increasing her store of these. Ignorant as I then was of the science of phonetics, it was no light work to improve her pronunciation and increase her vocabulary: often a week was spent in gaining one new word, her imperfect sight added to my difficulties. The two-handed alphabet was the means of communication on my side; but vocal speech was the natural medium on hers. Slow as the progress was at first, undoubted success crowned my efforts. I abandoned my formerly chosen profession, and gave myself wholly to the education of the deaf. I now heard of the institutions already established, and visited one or two in England in the hope of gaining fresh ideas for my work. I found, however, that my pupils were already in advance of those in the public institutions so far as language was concerned. But I was assured that whatever I had accomplished with children, like my first pupils, deaf from fever, I could do nothing for those born deaf without signs,—conventional signs, as used in the institutions.

I believed the dictum of those so much more experienced than myself, and asked how to gain that knowledge. I was told that it was impossible without myself entering an institution. Nothing then remained but to teach *without* signs, or form them for myself. This to some extent I did, though I dropped them as soon as the spelled form had been learned.

I enter thus minutely into my first steps to show how utterly unprejudiced I was to any system, how ready to adopt anything that could be to the advantage of my pupils.

With regard to signs, I must add, that, on looking back, I date a decline in my success in teaching language, from the time of the introduction of those signs. With the signs "deaf-mutisms" in composition made their appearance: errors which had been unknown before. I am the more persuaded that these "deaf-mutisms" were due to the signs, because looking now at the question from the opposite point of view, I mark a steady increase of success in teaching language, and a disappearance of "deaf-mutisms," step by step as I have laid aside signs. I am certain signs will always injure language, and spoken language is as natural to the deaf as to ourselves when it is, as with other children, the only means of communication presented to them.

Two deaf-born sisters now came to me and, believing as I have been taught, that they were dumb! I made no attempt to gain vocal speech. Twelve months passed, and rumours reached me that in

France and Germany the deaf-born were taught to speak: that they had voices. Now, indeed, my interest was awakened. I had set before myself the goal of restoring my deaf children to home-life and society: what could more fully do this than vocal speech added to the language of books and writing?

Inquiry brought to my knowledge the Jewish Deaf and Dumb Home, then just opened in London by the generosity of the De Rothschild family. This was early in 1868. I applied to the director for instruction in the system; but could not consent to the conditions and restrictions under which alone he offered it to me. I was again thrown back on my own resources. I resolved that my pupils should speak with their voices, but how was I to accomplish my end?

Professor Melville Bell had shortly before published his Visible Speech Alphabet. I had already gained a knowledge of phonetics on another system under his instruction, and I now turned to Visible Speech. I studied the symbols, I saw they were adapted to my purpose. I went to Professor Bell and told him my conviction that here was a channel for conveying speech to the deaf-born. He entered at once into my plan, and his son, now Professor Graham Bell (inventor of the telephone), commenced teaching the system in my school.

Previous to this experiment, I had made a short trial of the old English plan of teaching sounds taught by Wallis and Braidwood, but the efforts of the teacher met with no success. Not so those of Professor Bell

and his son. My pupils learned to speak vocally; those who had been born deaf even better than those who had become so through fever, and they could also read some few sentences from my lips. Here was the failure of my method at this time. I had speech, but I had not lip-reading, except as an accomplishment. This arose from the facts that Professor Bell strongly disbelieved in the possibility of lip-reading, and that I had noticed signs accompanying the dictated questions and sentences in the only school I had visited, which I then believed to have been on the pure "German" system. I therefore judged it right to continue the combined system into which I had fallen with my old pupils, but fresh ones were not allowed to acquire the finger alphabet. I was anxious, waiting, and watching.

Visitors from America and supporters of the London German school blamed my slowness to adopt lip-reading, but none could answer my doubts or convince me that *that* was the better plan.

At last Miss Rogers, of the Clarke Institution, Massachusetts, came, and gave me fresh hope. She told me facts from her own knowledge and observation and her faith kindled mine. It was not long before I went to America to see for myself, and from that time I steadily approached nearer and nearer to the pure "German" system I now teach, without finger-talking, without phonetic symbols, without signs of any kind whatsoever, and I rejoice every day more and more in witnessing its happy results.

With regard to teaching by phonetic symbols, such as those of Visible Speech, or any other written character, I would express a similar statement to that I made about signs.

Looking back I see them to be more hindrances than helps. By their use the thought becomes clothed in that of the written form, in place of the spoken sound, a process of the translation from writing to speech takes place, whereas the opposite is the natural course.

It was this discovery that made me abandon Visible Speech, and a fuller study of the subject has deepened the axiom in my mind “From speech and lip-reading to writing ; have the word pronounced correctly first and then give the written form, but never reverse the process.” The system I now follow is almost as much in advance of that I taught by the aid of Visible Speech as that was in advance of the “Combined” System. I have therefore to prove how I gained my present convictions, and in doing so I hope to meet the difficulties of some of those who are honestly opposing what they believe to be an impossible system. I can feel for their doubts and prejudices. I full well remember my own fears ; and I also can say I never yielded a step save from conviction, founded on facts seen and realised for myself, or by those in whom I could place implicit trust.

The belief that the voice of the deaf must be harsh and unnatural is one of the greatest obstacles we have to overcome in arguing for the “German” system. In England many people have known or

heard of deaf persons educated under the method introduced by Wallis and Braidwood, whose voices are most harsh and disagreeable, and erroneously supposing this to be the same as the "German" system, they blame the "German" for a failure which is in truth the natural result of a degenerated "Combined" system into which signs and finger-talking have been introduced.

As I originally taught them, my pupils were examples of this. Those who heard them speak condemned their voices as harsh and unnatural. Taught now by the "German" system, the same people say they are not unpleasant and are easy to be understood. This I attribute to the constant use of the voice, together with my own increased skill and watchfulness in teaching.

So long as I taught articulation only as an accomplishment, writing or finger-talking being the more frequent means of converse, my pupils only used their voices when addressing me, and in certain of their studies, consequently, the greater part of the day the vocal organs were lying idle. Now we know that when from disease or disuse any organ has ceased to have its full natural play, the only way to restore vitality is constant persistent exercise of that organ under intelligent guidance and in imitation of the rightful movements and use of such organs.

When deaf children are ignorantly stopped from uttering sounds, because those about them cannot understand what they try to say, their vocal organs are necessarily in this condition of inaction and

consequent deterioration of power. What they need is constant use and diligent, careful drill. With this their voices soon become, if not quite natural, at least not disagreeable.

Constant watchfulness and skill on the part of the teacher, is essential, as well as practice on the part of the pupil. The teacher has, indeed, to become as an ear to the child, doing the work of correcting minute inaccuracies of pronunciation, tone, or quality, which the power of hearing does for others. He must be on the alert in the play-hour as much as in school-time to seize upon errors and correct them; and, to do this to the greatest advantage, he must have not only a thorough knowledge of the mechanism of speech, but also an intimate acquaintance with the anatomy of the organs whose play he seeks to direct.

A "Combined" system, in depriving the pupil of this required practice and constant care, injures the tone of the voice, and, as the deaf are only too ready to think themselves the objects of detractive remarks, persons so taught will soon find out that their speech is peculiar, and be driven to use their voices less, to depend on silent methods more, and to prefer the society of the deaf.

Another drawback to the use of the "Combined" system is, that in treating articulation as a separate study much valuable time is lost to gain an end which, as we have shown, will be futile after all. It is not only that such a number of minutes are absolutely deducted from the school-time, but that those minutes

are not turned to the best account, even for the subject to which they are devoted.

A child taught by the "German" system, constantly using his voice, and constantly noticing the mouths of others, acquires unconsciously many sounds that in study-hours had been difficulties. This is not the case with one taught on the "Combined" system. The study-hour over, all thought and use of sound is set aside ; the eye glancing constantly at the hand, never looks up to the mouth. Both mind and organs, so far as vocal speech are concerned, remain passive till the next lesson comes round, when the old ground has to be gone over with ever-increasing tediousness to both teacher and pupil. Even though a certain amount of lip-reading be employed in a "Combined" system, the result will be the same.

Neither articulation nor lip-reading, taught as separate studies, will ever come easily and naturally to the pupil. There will ever be an amount of constraint in the use of them, and when the teacher finds that these methods, taught as he teaches them, are slower and more irksome than the finger alphabet, signs, or writing, he will gradually employ what he supposes to be the slower method less and less. The argument will be—"After all, our great object is to convey knowledge, and it cannot be wrong to give the preference to that method which is the readiest and most certain."

It was thus in my experience, and I have no doubt it would be so with all.

It was this question of conveying the largest amount of knowledge that held me back so long from lip-reading, and it is this which still holds back many English teachers.

My difficulties concerning lip-reading were first removed by the success I witnessed in the Northampton Institution, Massachusetts, conducted by my friend Miss Rogers. I saw that with her pupils, lip-reading did indeed take the place of hearing, and I felt it was the means I had so long sought, by which the deaf would be most fully restored to home and social life. Experience has more than confirmed this conclusion. Not only have I found lip-reading as rapid and certain as finger-talking, I have found it much more so. In using the fingers we are apt to shorten the sentence, or at least to clip it of those exclamations and poetic idioms that make the life of language. This is a great loss to the pupil, for it puts into his hands a poorer language than he finds in books, and when signs are added and still farther mutilate and distort the language, books, such as hearing children of like age delight in, become too often absolutely sealed writings.

We must remember that our great object is to give our pupils language, for this is the parent and offspring of thought, the only channel by which mind can meet mind freely and profitably. Everything that tends to increase language widens this channel. Lip-reading is no doubt the best means to this end. In talking naturally to our pupils, we employ every-day

language—idioms, exclamations, metaphors. They learn to think in language as we think; moreover, they are constantly picking up forms of expression without absolute teaching; and the trained eye of a lip-reader is indeed to him in the place of a hearing ear.

This desire to impart a large amount of “knowledge,” taken as an aim from the beginning, instead of an end to be looked forward to throughout the course, acts with equal harm on the “German” system itself.

It is urged that it is “impossible to do without natural signs,” that “Written language previous to speech is indispensable,” that to forbid these is “to make the commencement of the ‘German’ course *a waste of time*.” Why? “Because, without these, ‘knowledge’ must wait till the pupils have learned to talk as we do.”

Now we admit that the purest “German” system teachers point, perform actions, and use facial expression: without these, to teach at all would be impossible; but these are not signs, they are only passing illustrations which never usurp the place of the spoken word. We also use Writing as a valuable exercise in fixing the form of language, after it has been acquired through lip-reading, but never as a substitute for speech. We maintain that both teacher and pupil must fix a steadfast eye on spoken language as their single aim; that to introduce any other into the field till that has been acquired, is simply to impede the

pupil's progress, by casting a stumbling block in his way.

In maintaining this, we only follow the course of nature.

The child who hears learns first, in its mother's arms, to imitate the sounds she speaks, and gradually forms a daily increasing vocabulary. It would be the height of folly to propose to instruct an infant in physical laws, history, or grammar, the moment it commenced to utter sounds.

No! Years must elapse before school is thought of and regular instruction begun. Why then must "knowledge" be insisted on with the deaf, before correct speech has been acquired?

We are answered,—Because the deaf are no longer infants when they come to us—others of their age are learning at school, and to keep them back for a lengthened time, in order to teach articulation, is to deprive them of a portion of the already too short time for study.

To this we reply,—We deny, altogether, that the "German" system does shorten the school term. The time required for distinct speech, with children over six years, is not more than twelve months at the longest. In less time, with bright children, we are ready to commence language lessons,—such as a writer of the Sign school has pronounced "impossible in so short a time!"

At the end of this short time we are possessed of a perfectly natural means of communication on both

sides, there is nothing to unlearn, only a straight path to pursue, knowing no barrier, and opening ever more and more into fresh fields of knowledge. Again, it must be remembered that that year has not been wasted. The acquirement of lip-reading *essentially depends* on the accurate observation of the minute differences of vowel sounds; and these are much more easily acquired by the child, before he is burdened with a multitude of combinations, and the added task of thought for the meaning of the sounds. Writing, too, has advanced step by step with the sounds; and ease and readiness are gained in this before it is required for language lessons.

Kindergarten occupations in my own school fill up part of this time, and exactness of observation and imitation are thus acquired unconsciously by the child, but with the most beneficial results.

Last, but not least, there have been the constant gymnastic exercises, so essential to develop the child's physical frame, and counteract that tendency to lung disease, distortion of the shoulders, or ungainly carriage, so observable in sign-taught deaf-mutes.

I know this sounds improbable in the ears of many: that there are some who will say, "but I have tried, and found that speech sounds will not come so rapidly." So I thought and said, once; but under the able instruction of Mr. Kinsey, the Principal of our English Training College, and by witnessing the admirable results of his teaching in our Model School, I have learned where I fell short.

It was I that failed, not the System ! I have found that with stronger faith in it, utter surrender of the mistaken desire for speedy knowledge, and more patient drill in the first elements of sound, failure cannot come. Now, I never despair of any sound or of any pupil, though peculiarity of mental power or the effects of illness may make some children slower than others.

My former failure I attribute to the marvellous instinct of children, by which they gauge the mental capabilities of their instructor.

Is the teacher half-hearted, doubtful of success, disheartened by defeat,—the child has no courage to repeat his efforts, no will to overcome difficulties. Is the teacher confident, bright, undaunted,—the child is equally unwearied, and the much coveted acquirement comes, as the well-earned reward to both. I believe there is no deaf child who may not be taught to speak, and to speak well ; unless there be malformation, or added defect of brain power.

But does this apply equally to the rich and poor ? Is it possible to provide this education for all classes alike ? Others will enter more fully into this question. I will only say that there is no reason it should not be. There is every reason to make such an education of greater value to the poorer classes than to the rich. These have Home and ample means to fall back upon ; those have no future provision but their own labour, and employment is far more likely to be found by those who can converse as other men do, than by those

who require an interpreter, or demand an out-of-the-way means of communication.

But to make this feasible, one thing is indispensable, that is, well-trained, duly qualified teachers.

More hindrances have been thrown in the path of the "German" system, by the well-meant efforts of persons but partially acquainted with it, than by the opposition of all the sign-schools together. Opposers simply disbelieve what they have not proved for themselves; but supporters, unacquainted with the system in its entirety, and failing for want of a more perfect knowledge, dishonour the system they profess, in the eyes of the world.

The establishment, in every country of the globe, of Training Colleges for Teachers, (such as that we now have in England) would be a most valuable result of our present Congress.

Many teachers are required, because our System demands many schools, consisting of small bands of scholars. Whenever possible, tutors and governesses should be employed to give home education to our deaf children, as to those who hear.

When we look at the home life, the social life, and, above all, the religious life of the deaf, at how much greater advantage are those who can freely converse with others by speech and lip-reading, compared with the disciples of the sign-language, who must necessarily confine their intercourse within a circle,—the limited circle,—of those who have learned the same mode of converse with themselves.

Pupils of the "German" system can talk with brothers and sisters in the familiar language of the nursery, and take part, later in life, in the fireside chat or the discussion of passing topics. The special portion of their school-life over, they can be instructed by teachers unacquainted with the system, can receive Divine Truth from the lips of the ordinary pastor, and be solaced by his words in the hours of sickness and death.

Such, Gentlemen, is the conclusion to which experience has led me. I gave up "Signs" because I found they injured language; I gave up the "Combined" system because it injured the voice, as well as language; I gave up "Vocal Symbols" because they reversed the process of nature, and hindered ready command of speech. But I *rest* in the plan I now pursue,—with perfect satisfaction.

It is my earnest hope that the conclusion of this Congress will see the "German" system placed in the fore-front, as the best and most *natural* method of educating the Deaf.

SUSANNA E. HULL,

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"German" System.*

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“DEAF NOT DUMB:”

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“VOCAL SPEECH FOR THE DUMB:”

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THE EDUCATION OF THE DEAF ON THE "GERMAN" SYSTEM:

A Paper read in the Education Department of the "National Association for the Promotion of Social Science," at the Twenty-Second Annual Congress, Cheltenham, 1878,

BY

ARTHUR A. KINSEY,

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E. SYMES THOMPSON, Esq., M.D.—Vice-Chairman.

AUGERAUD, Miss

BOUSFIELD, C. H., Esq.

DORINGTON, J. E., Esq., J.P.

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HULL, Miss

IRVINE, W. DOUGLAS, Esq.

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G. H. HOPKINSON, Esq.—Deputy Treasurer.

B. ST. JOHN ACKERS, Esq.—Hon. Secretary.

Treasurer.

SIR JOHN LUBBOCK, BART., M.P.

Aural Surgeon.

W. B. DALBY, Esq.

Secretary.

DR. DAVID BUXTON, 1, Nottingham Place, W.

Principal.

ARTHUR A. KINSEY, Esq.

Lady Superintendent.

MISS HOBSON.

The Training College, Castle Bar Hill, Ealing.

SPECIALISTS IN EDUCATION.

THE TRAINING OF THE DEAF.

*Reprinted from 'WOMAN'S GAZETTE,' May, 1879.**

THE disproportion between the degree of supply and demand in different departments of female employment is frequently very remarkable. While there is a plethora in some directions, there is an absolute scarcity in others. While there are a large number of aspirants for every vacancy in the ranks of private governesses, a teacher capable of starting or carrying on Kindergarten Classes (a demand which exists in almost every town for children of all ranks) is not to be had.

This is equally true of 'Specialists,' by which term may be described persons capable of dealing with or instructing children or adults who are in need of any special sort of treatment. For these it does not suffice to supply the means of training, nor even to open an attractive Training Establishment, where the conditions of life are agreeable, one might almost say luxurious, during the period of pupilage. This has been done by the promoters of the 'German' system of teaching the dumb, or rather, as it appears more correct to say, the deaf to speak, and it is because a visit lately paid to the College at Ealing impressed us so favourably that we propose to bring it before our readers to-day. It cannot be doubted but that many deaf persons will always be found among large populations. Young children become deaf from illness before they have learned to speak, or, having been born deaf, are practically dumb also, because they cannot acquire the gift of speech in the ordinary way. The number of persons who are dumb from absolute defect in the organs of speech appear to be comparatively very few, and the 'German system,' which discards the use of signs and finger-alphabet, and, by close observation of the lips and imitation of the movements of throat and tongue, actually teaches the deaf to speak articulately, enables them to communicate, not only with those who are adepts in their own language of signs, but with all who are their countrymen. So long as deaf-and-dumb people abound, such a system will surely always create a demand for teachers. Now that the means are discovered of delivering the deaf (and therefore dumb) from their living tomb to some practical purposes in life,

they will surely no longer be allowed to languish in mental isolation by our sides.

The London School Board has opened a school for this class of children, and as the last census revealed the existence of 20,000 deaf-and-dumb persons in Great Britain, of whom some 6 or 8000 are probably children of school age, it is likely that School Boards in other great cities may follow the example of the metropolis. Whether this be so or not, it is certain that a demand for teachers of this system exists at the present moment, both in schools and for private families—a demand which, in the present dearth of teachers acquainted with the system, it is impossible to supply. At any rate, the first teachers who qualify themselves will be able to command not only situations, but, in a degree, salaries also. We understand that one lady has obtained an appointment that will not fall short of 170*l.* a-year, and that there is a distinct, though, of course, a limited demand, for governesses in private families, where the salaries would range from 80*l.* to 100*l.* with board and lodging. Wealthy parents are often eagerly anxious to obtain the services of such a 'Specialist' as that of whom we speak for a deaf-and-dumb child, and a first-rate authority on the subject places this demand at probably from 50 to 75 situations in England only.

Being always on the watch for every opening which appears to offer a new opportunity of remunerative employment to women, we rejoiced to find that the College opened for the special purpose of training Teachers in this System offered this desideratum under conditions attractive to persons of education and refinement. We found a pleasant, airy house—a large villa, in fact—surrounded by an ample garden, lying conveniently close to the Broadway station of the Ealing railway, freshly and prettily furnished, and most attractive within and without. The situation is healthy, the soil gravel, and all the accessories seemed such as should make it an agreeable residence during the period of pupillage. The technical instruction is given by a gentleman who has studied the question thoroughly at its fountain-head in Germany, and the domestic arrangements of the establishment are under the superintendence of a lady, who adds to her undoubted personal qualifications for the post of 'Superintendent' those of practical acquaintance and deep sympathy with the work. The teaching appears to be conducted upon the form most approved of in the present day, viz. that which combines theory with practice. Black-boards, diagrams, scientific treatises, bore

witness to the carefulness with which the theory was studied, while a little band of rosy, happy-faced children, whose appearance showed little sign of any deficiency, physical or mental, were the '*corpore*,' not at all '*vile*,' upon which practical experience was gained. The apartments are arranged with every consideration for comfort, and one felt that, apart from the prospect of a remunerative calling to which it was the stepping-stone, the Elms, Castlebar Hill, is in itself a place where, with congenial society, a year's residence would pass away pleasantly, while the advantages, apart from training, could hardly be had anywhere for less money.

But, alas ! this fateful word, *money*, strikes the knell of our theme, and explains any wonder which may be felt that the College is not full. Small as the sum is for the advantages offered, both in present comfort and future possibilities, most people know how few women have 50*l.* of their own to spend upon the experiment of preparing themselves for future usefulness, and how reluctant those who have, too often are to spending the time as well as the money for the purpose. Still, it is on this very point that all who wish to help Women should combine to persuade them to act with more foresight and determination. There are few who could not raise a few pounds among their friends when they show that they are in earnest, and when the calling upon which they propose to enter appears likely really to offer them a means of self-maintenance hereafter. At any rate, it would seem more easy for a lady to ask for a gift or loan for such a purpose than to wait on day after day, either living upon relations or using up the little capital she has by her in doing nothing, hoping for something to 'turn up.'

For details of the special features of the training offered by the German system we must refer our readers to the reports and papers of the Society. Our object in naming it is merely to draw attention to the System, as supplying persons with an opportunity for self-maintenance, and to the College itself, as affording the means for such training under easy and agreeable circumstances. It might be suggested, further, that in families whose means are not equal to engaging a specialist as governess for perhaps only one child who is a deaf-mute out of many, a year spent at this College would enable an elder sister or friend to open a new life to that member of her family so afflicted. The interest of the work must be very great, and, unlike that among blind persons, is enhanced by the brightness and intelligent expression of those for whom the

work is undertaken. Certainly there was no trace of sadness or depression in the bright, rosy-cheeked children who were playing with their hoops in the drive as we entered, and who ran up so courteously to anticipate our arrival by ringing at the bell, and then came forward to shake hands. The hours of study cannot be fatiguing, and are varied by the changes from learning to teaching, from the theory of the science to the practice of the art. The technical instruction given by books and lectures is put in practice immediately by the duty of teaching these bright little children, and the lessons given to them are again criticised by the instructor himself. The desk arrangement in the study was noticeable in this particular. Instead of the ordinary parallel rows of desks, eight or ten small desks formed the margin of a large table, of which the centre was hollow. The teacher occupied one of these, and was so placed that every child could see his lips and face, and observe every gesture. The students sitting in other parts of the room hear and see the whole process of a lesson, the details of which are in themselves interesting and suggestive. They are required to repeat and to teach the same to their special pupil afterwards. By the progress of their scholars, as well as by their own attainments, the qualifications of those who are in training may be judged, and whether as a College for Teachers or as a Home and School for deaf-and-dumb children, this Institution appears to be worthy of all support. The children at present there are well-mannered and superior-looking little boys and girls. One, we believe, is the child of a clergyman. To the parents of children thus afflicted, as well as to the ladies whose interests as needing the means of remuneration we have so much at heart, we equally recommend a visit to this College, the prospectus of which may be had on application to the Secretary, 1 Nottingham Place, N.W. The following advertisement, which has just been forwarded to us, will be of interest in this connexion:—

DEAF-MUTES.—The Government of New Zealand INVITE APPLICATIONS from experienced TEACHERS, who would be willing to proceed to that Colony, and able to undertake the EDUCATION and TRAINING of DEAF-MUTES. The teacher appointed will receive a salary of about 600*l.* a-year, and, until free quarters are provided, an allowance at the rate of say 150*l.* per annum, in lieu of a residence. The actual expenses of his passage to New Zealand will be paid. The selection of the teacher will be made by Sir Julius Vogel, Agent-General for New Zealand; the Rev. Dr. Abbott, Head Master of the City of London School; and Walter Kennaway, Esq. Secretary to the Department of the Agent-General for New Zealand, conjointly. For forms of application and further particulars application should be made to THE AGENT-GENERAL FOR NEW ZEALAND,
7 Westminster Chambers, London.

THE
First Annual Report
OF THE
SOCIETY
FOR
TRAINING TEACHERS OF THE DEAF,
AND
DIFFUSION OF THE "GERMAN" SYSTEM
IN THE
UNITED KINGDOM :
FOR THE YEAR ENDING DECEMBER 31st,

1878.

LONDON :
JAMES MARTIN, PRINTER, 18, LISSON GROVE, N.W.

1879.

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REV. DR. JEX-BLAKE, *Head Master of
Rugby School.*

REV. R. E. RICHARDS, M.A., *Principal of
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G. H. HOPKINSON, Esq.—*Deputy Treasurer.*
B. ST. JOHN ACKERS, Esq.—*Hon. Secretary.*

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Principal.

ARTHUR A. KINSEY, Esq.

Lady Superintendent.

MISS HOBSON.

The Training College, Castle Bar Hill, Ealing.

Subscriptions and Donations to be paid

To the Treasurer, SIR JOHN LUBBOCK, BART., at MESSRS. ROBARTS, LUBBOCK, AND CO.,
15, Lombard Street, E.C.

To the Deputy Treasurer, GEORGE H. HOPKINSON Esq., at MESSRS. C. HOPKINSON
AND SONS, 3, Regent Street, St. James's, S.W.

Or at the other Bankers of the Society,

SIR SAMUEL SCOTT, BART., AND CO., 1, Cavendish Square, W., and
MESSRS. PRAED AND CO., 189, Fleet Street, E.C.

*Cheques and Post Office Orders should be made payable to the order of
GEORGE H. HOPKINSON, Esq., Deputy Treasurer.*

REPORT OF THE COMMITTEE.

In presenting our first Report, it may be well briefly to refer to the origin and objects of your Society.

Of the 30,000 Deaf (the estimated number when the Society was formed), the vast majority were also Dumb, their dumbness being caused by want of proper instruction, not from physical inability to speak.

The reasons were :—

1st.—That a great number of deaf children were allowed to grow up without any education whatever.

2nd.—That nearly all the Schools in the Kingdom used the “French,” or silent method—teaching by Signs and the Manual Alphabet.

The personal investigations into the methods of teaching in other countries, which one of your Committee was induced to make, on account of the loss of hearing of an only child, led to the conclusion that in those countries using the “German” or *speaking* method, the deaf were in a far better condition, both physical and mental, than those taught on the *silent* method. He also became convinced that the best possible way for effecting the much required improvement was by the provision of duly qualified Teachers. He was much influenced in coming to this conclusion by the opinion of Dr. Buxton, when Principal of the Liverpool School for the Deaf and Dumb, a Teacher of large and varied experience and the greatest English authority on the Statistics and Literature of the subject, that “the want most severely felt in all the Institutions, is that of properly trained Assistants, and that even an inferior system would produce far more valuable results, if the Teachers were duly trained and

qualified, than would a better system in the hands of untrained and incompetent persons." Hence the object of this Society, is to train Teachers of the Deaf, on the "German" system, and so, to diffuse this mode of instruction throughout the Kingdom. A Training College for Students, and a Model School for Pupils, thus become essential features of the Society's plan of operations.

In 1857, Mr. Van Asch, a Teacher in the School at Rotterdam, was induced to come to this country for the purpose of giving private tuition. Some years later he was followed from the same School by Mr. Van Praagh, who became the Teacher of the Jewish School, but has since become the Head of the School in Fitzroy Square, under the direction of the "Association for the Oral Instruction of the Deaf and Dumb." With these exceptions, viz.:—Mr. Van Asch's private School; Mr. Arnold's small private School, at Northampton; the Jewish School in London, under the able tuition of Herr Schöntheil; and the School of the Oral Association—there was no School in the Kingdom on what appeared to be the best method of educating the Deaf.

Under these circumstances your Society was formed at a Meeting held at the Mansion House on the 18th June, 1877; and the Committee of Management was appointed at another Meeting, held on the 28th of the same month, at Lambeth Palace, when the President of the Society, His Grace the Archbishop of Canterbury, occupied the chair.

The first and most gratifying result was, that Miss Hull became so convinced of the superiority of the "German" system, which she had already partially applied, that she resolved to adopt it in its entirety in her own School, which she has since done, under the direction and personal supervision of our Principal.

In the short time that has elapsed since the formation of this Society, a great change has taken place, and the

opposition so strongly urged against your Society and against the “German” System, is yielding before a more enlightened knowledge of facts. This is a source of gratification; but we feel that it contains an element of real danger: for if a modification only, of the true system be practised in existing Schools, where the Sign system has so long been used, the result, we much fear, will be such want of success, that a reaction will take place, and articulation be brought into disrepute by having been taught superficially instead of thoroughly, and mainly as an accomplishment, instead of having been made the means whereby to impart all other knowledge. The “German” System must be taught, wherever it ~~is~~ taught, alone, in its entirety and its purity. In the same School, or certainly in the teaching of the same children, every other system must be discarded.

When a more intimate knowledge of the great results obtained by the “German” System has been acquired—witness what has been accomplished even in the short time this School has been at work—it will be seen how great has been the loss to the deaf of this country, whereby they have become, in fact, what all of them are usually termed—“deaf and *dumb*.”

Owing to your Society being too poor to buy or build a house, great delay was experienced before the College and School could be opened; for the leases of nearly all houses in desirable situations contained covenants against their being used for school purposes.

The time of our Principal was, however, by no means unemployed, but was utilized as under:—

- a.* Supervising a Private School in London.
- b.* Giving private lessons in Lip-reading.
- c.* Private Lessons to Parents of deaf children.

Indeed it will be seen, by a reference to the statement of accounts, that Fees for Private Lessons formed by far the largest item of our Income; and it should be borne

in mind by Subscribers and the general public that this source of profit is greatly diminished, now that nearly the whole of the Principal's time is required for the work of the College and School.

As an instance of the benefit conferred by Mr. Kinsey's lessons in Lip-reading, may be mentioned the case of a gentleman rendered wholly deaf, by a severe accident abroad, when about twenty years of age. After his return to England, and his marriage, he attended with his wife at the College to receive instruction, the success of which was so satisfactory that, at the end of six months or thereabouts, he was enabled to return to his usual business, which he carries on, in common with all his daily occupations, in the same manner as before his deafness, understanding and communicating with others by means of speech.

After persevering enquiries, a suitable house was ultimately found and taken at Castle Bar Hill, Ealing. The first pupil entered on the 1st June, 1878. Two others were admitted shortly afterwards, and a fourth at the close of the vacation, thus speedily, completing the full number which it is proposed to admit in any one year. It is intended that the School when full shall not exceed twenty pupils; but, on the other hand, there is no limit to the number of Students, that is, of persons desirous of being trained to become Teachers of the deaf. On the 3rd July the first student was admitted, and four more at subsequent dates. These ladies, one of whom is now approaching the termination of the minimum period of training, viz., one year, have already received, in the majority of cases, their nomination to excellent appointments, and the applications of other candidates are now under consideration.

We desire to call attention to the opportunity our College affords to ladies unable, through want of accomplishments, to earn large Salaries as Governesses of hear-

ing children. Special teaching is only required for deaf children, taught on this system, for the first eight years, say, to fourteen or fifteen years of age, when they should be handed over to first-rate Tutors or Governesses unacquainted with this special method of instruction.

Since the operations of the Society have been commenced, applications have been received for information and help, not only from every part of the United Kingdom, but from Australia, New Zealand, Africa, the East and West Indies, South America and China. A lady from Australia placed herself under the instruction of the Principal, that she might be able to apply the "German" System to the relief of her own daughter on her return to the Colony; and the Committee and Head Master of the New South Wales Institution at Sydney are sending a Student into the College to be trained, in order to introduce the system into their School.

The two things most wanted now are—more persons to be trained to become Teachers; and Schools for the children of the poor. These should be started throughout the country wherever required, which is, really, everywhere. When the last Decennial Census was taken, eight years ago, the number of the "deaf and dumb" in the United Kingdom was returned at a little under 20,000. This is believed to have been considerably below the actual number, perhaps as much as one-third—and there is every reason to fear that the next Census will show a larger percentage of deaf to the population.

It is for the children who are not in any existing School, and those who are ineligible from their tender age, that new Schools on the "German" System are so urgently needed:—to give instruction to those who are without any, and on a better method than is now obtainable. But they should not be large Schools like those already existing, nor should they be in opposition to them. They should be small and complete in themselves, and should,

where possible, be Day Schools. With such Schools, small in extent, locally originated and supported, taught on the "German" System by teachers fully qualified and properly trained for the work, new life would speedily be imparted to the instruction of the deaf in this country. It is an unendurable reproach that we should be behind any nation, in the quality of special education, or the efficiency of any charitable work; yet under this reproach England at present undoubtedly lies in regard to the teaching of the deaf. Germany, Holland, Italy and Switzerland are in advance of us, but with the success of this Society, and of the system it is pledged by every effort to promote, it is hoped that this reproach may in time be removed.

Solid results are worth waiting for; and progress to be certain must be slow. The "German" System does not promise a hasty product, but it does assure a sound one. We cannot doubt of the harvest, if the public will patiently await the ripening of the crop. Already, the teaching of a child not eight years old, after less than a year's instruction, has called forth the following testimony.

"I cannot attempt a description of the admiration and pleasure called forth by dear B----'s speaking, and the general progress he has made in every way."

Like testimony is borne by one whose long experience in the teaching of the deaf makes such an opinion most valuable.

"I visited the College this morning, and I think if the public at large could witness, as I did, the wonderful progress made in the School by — — during these few months, they must be convinced of the value of the 'German' System, and I hope their hearts would be opened to give to the poor the possibility of a like benefit."

To see this benefit thus diffused, has always been our hope, and it is a main object of your Society as set forth in

its title, viz. :—“the diffusion of the ‘German’ System throughout the United Kingdom,” by means of small Schools for the poor, to be established in every part of the country. The carrying on of such Schools is considered somewhat outside the scope of your Society’s original intention: but it is proposed to invite Subscriptions to a Special Fund for the opening of one such School in the immediate neighbourhood of the College, and Miss Hull, whose great exertions in the cause of the education of the deaf are so well known, has sent a Donation of £25, to form the nucleus of such a Fund. We beg most sincerely to thank Miss Hull for this generous contribution, and earnestly hope that interest in this scheme for diffusing the “German” System may be so awakened, that through the benevolence of *local* effort such Schools for the poor may be opened in every county, and so secure to them the blessings of this system, so precious to them in after life.

This Society will be willing to afford every assistance in providing thoroughly qualified Teachers, suitable Books, advice in all matters pertaining to the successful working of the system at its outset, and subsequent inspection.

It has been found that many suitable persons are deterred from entering the College as Students, in consequence of the expense that it is necessary to incur in acquiring the special training. It has been suggested that a “Special Fund” should be raised to assist Students by advancing them the whole, or a portion, of the Student’s Fees: they on their part giving proper guarantees, to refund the amounts advanced, by regular instalments, on their obtaining appointments.

We cannot conclude this Report without alluding to the excellent officers of our Society. We have indeed been most fortunate in securing the services of a gentleman so well qualified, by careful training for this special work, and rare natural gifts, as the Principal, Mr. Kinsey; who

unites so remarkably the discipline which is especially needed in dealing with deaf children, and the gentleness which makes their new life so happy and so bright.

In the Secretary, Dr. Buxton, we have one of the leaders of the old English Teachers, and we cordially welcome his most valuable assistance.

Great credit is also due to the Lady-Superintendent, Miss Hobson, for the general arrangements of the School and College, and for the home-like nature of the life and comforts she ensures for all.

We now submit our Report of the past action and present position of the Society to the judgment of its supporters and the public; thankful to the Giver of all good for having thus enabled the Society to commence its work.

FINANCIAL REPORT.

With regard to the accounts, we would point out that at the first starting of a Society such as this, and on the opening of a College and School like that at Ealing, there are many expenses which will not occur again, and this must be duly borne in mind in examining our first year's statement of accounts.

We believe that the College has been furnished without incurring unnecessary expense, but with due regard to appearance and comfort. We regret however that a considerable expenditure has been necessitated by the defective sanitary condition in which the house was found to be, shortly after being occupied, but the defects have now all been removed and the College and premises have been placed in a thoroughly sanitary condition, under the personal direction of Mr. Eassie, C.E., at a cost of £136 18s. 10d.

Now that the College and School so fully occupy his attention, the Principal is unable to give private lessons to the same extent as heretofore, the fees for which, as

already mentioned in the body of our Report, formed an important item in the receipts for the year now under review.

The charge for management may appear heavy, but a considerable portion is accounted for by the sums which it was thought right to spend in printing and advertising the objects and requirements of the Society.

The item for preliminary expenses, roughly speaking, includes all disbursements of the Society previous to the opening of the College, viz., from June, 1877, to 31st of March, 1878.

Looking to the enlarging sphere of our operations, we would urgently impress upon our Subscribers the necessity of extending the circle of the Society's supporters, and call attention to the Special Funds suggested, viz., the Fund for Assisted Students, and the Fund for the School for the Poor.

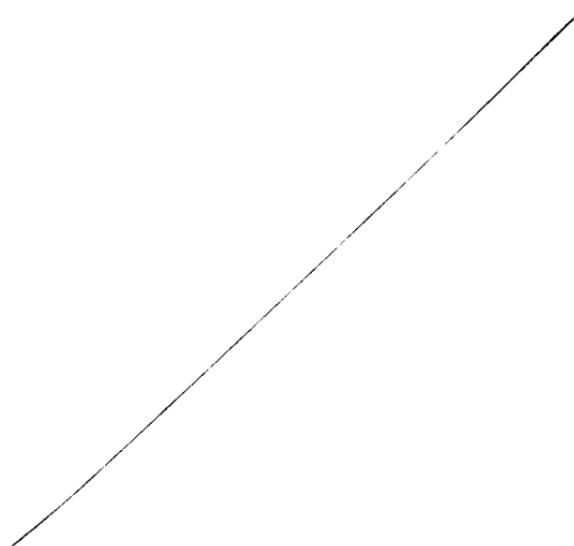
It has been found more convenient in keeping the accounts to make the Financial year of the Society coincide with the Calendar year. It will therefore be proposed to alter Rule 35, by substituting the words, "*on the 1st of January*," for the words, *at Christmas*.

Dr. Symes Thompson, the Vice-Chairman, having resigned the appointment of Deputy Treasurer, and Mr. George Hopkinson having accepted the post, it has become necessary to alter Rule 36. It will therefore be proposed to insert the words "*or Deputy Treasurer*" after the word *Vice-Chairman*, and to add at the end of the Rule the words, "*and countersigned by the Secretary*."

FREDK. C. COTTON,
Chairman.

Society for Training Teachers of the Deaf and Dumb
GENERAL BALANCE SHEET

DR.	£	s.	d.	£	s.	d.
To Donations and Subscriptions to Christmas,						
1877.....	2556	3	6			
,, Donations to December 31st, 1878.....	718	14	0	3274	17	6
,, Subscriptions for 1878	126	15	6			
,, Interest on Bankers' Deposits	8	7	3	135	2	9
,, Students' Fees	160	0	0			
,, Pupils' Fees	110	0	0			
,, Fees from outside the College and School	235	17	0	505	17	0
,, Liabilities to Sundry Creditors	300	5	10			
,, Subscriptions for 1879, received in advance	40	9	0	340	14	10



£4256 12 1

We have examined the accounts up to December 31st, 1878, and compared them with our fullest approv

the "German" System in the United Kingdom.

DECEMBER 31ST, 1878.

Cr.	£	s.	d.	£	s.	d.
By Preliminary Expenses to Christmas, 1877	209	15	0			
,, Ditto to 31st December, 1878	95	13	0			
,, Furnishing "The Elms"	654	17	8			
,, Building and Sanitary Repairs	136	18	10			
				1097	4	6
<i>Management :—</i>						
,, Secretary's Salary	200	0	0			
,, Office Rent from 1st April	37	10	0			
,, Printing and Advertising.....	145	13	0			
,, Petty Cash and Travelling Expenses.....	36	16	10			
				419	19	10
<i>Educational Salaries :—</i>						
,, Salary of Principal .....	...			300	0	0
<i>The College :—</i>						
,, Salary of Lady Superintendent	33	6	8			
,, Servants' Wages and Beer Money	30	4	2			
,, Gardener's Wages	38	15	9			
,, Washing	15	9	6			
,, Coals.....	24	7	0			
,, Housekeeping Expenses	135	10	10			
,, Rent from 1st April	123	15	0			
,, Rates, Taxes, and Insurance	54	0	10			
				455	9	9
<i>,, Balance, namely :—</i>						
At Sir S. Scott, Bart., and Co. 288 16 6						
Ditto (on deposit)..... 800 0 0				1088	16	6
,, Messrs. Robarts and Co.... 201 12 10						
Ditto (on deposit)..... 500 0 0				701	12	10
,, Messrs. Praeds and Co.	19	8	0			
,, Messrs. C. Hopkinson and Sons	174	0	8			
				1983	18	0
				£4256	12	1

the Vouchers. We find the accounts correct, and the method of keeping them

Signed, JOHN DAVIES DAVENPORT, { AUDITORS.
EDGAR FIGGESS,

LIST OF

DONATIONS AND SUBSCRIPTIONS.

† Denotes promised Contributions.

	Donations.			Subscriptions.		
	1877.	1878.		1877.	1878.	
	£	s.	d.	£	s.	d.
Aberdeen, Countess of	5	0	0	...	...	...
Ackers, B. St. J., Esq.	500	0	0	25	0	0
Ackers, Mrs. St. John	...	...	...	5	5	0
Adams, Miss M. S., collected by.	1	14	0	...	...	...
A Friend	0	2	6	...	...	...
A Friend, collected by	2	3	6	...	...	...
Ditto, per Rev. G. A. Crook-						
shank	1	1	0	...	...	...
Ditto, per Miss Heywood	1	0	0	...	...	...
†Alexander, Mrs.	10	0	0	...	...	...
Ancrum, W. R., Esq.	5	0	0	...	...	...
Anon	0	10	0	...	...	...
Ditto	0	10	0	...	...	...
Arkwright, Rev. H.	15	0	0	...	...	...
Armitage, T. R., Esq., M.D.	10	0	0	...	...	...
A. T., per Mrs. Le Mesurier						
Winter	50	0	0	...	...	...
A. T. (a Lady), per Messrs. C.						
Hopkinson and Sons	..			50	0	0
Augeraud, Miss	5	5	0	...	...	1
Austen, Mrs. S. Southgate	1	1	0	...	...	1
Baker, T. B. Lloyd, Esq....	...	...	...	...	...	2
Baker, G. E. Lloyd, Esq....	...	...	...	...	...	0
Battersby, Worsley, Esq....	1	1	0	...	...	0
Baxter, Miss	1	0	0	...	...	0
Baylee, Mrs.	5	0	0	...	...	0
Beattie, Alexr., Esq.	5	0	0	...	...	0
Beaufoy, Mrs.	10	0	0	...	...	0
Bevan, C. J., Esq.	50	0	0	...	...	0
Bevan, R. C. L., Esq.	50	0	0	...	...	0
Birchall, Mrs.	10	0	0	...	...	0

	Donations.			Subscriptions.								
	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.	1877.	1878.
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Birchall, J. Dearman, Esq.	100	0	0	...	...	...	...	...	...	...	...	...
Birchall, Mrs. Dearman	5	0	0	...	...	...	...	...	...	...	...	...
Birchall, Miss	5	0	0	...	...	...	...	...	...	...	...	...
Blandy, Mrs.	...	...	...	...	...	...	2	2	0	2	2	0
Boase, George, Esq.	1	0	0	...	...	...	...	...	...	...	...	...
Bosanquet, F. A., Esq.	5	0	0	...	...	...	...	...	...	...	...	...
Bosanquet, Mrs. F. A.	1	0	0	...	...	...	...	...	...	...	...	...
Ditto,	2nd don.	4	0	0	...	...	...	...	...	...	...	...
Bott, Mrs. Eagle	...	...	...	...	...	...	0	10	6	0	10	6
Bousfield, Rev. A.	5	5	0	...	...	...	...	...	...	...	...	...
Bousfield, C. H., Esq.	10	10	0	...	...	...	...	...	...	...	...	...
Bousfield, Mrs.	...	...	...	...	...	...	1	1	0	1	1	0
Braithwaite, Isaac, Esq.	5	0	0	...	...	...	...	...	...	...	...	...
Braithwaite, R., Esq.	...	...	...	3	3	0	...	...	...	...	...	...
Bramley, Miss	5	0	0	...	...	...	...	...	...	...	...	...
Brand, Mr., per Mrs. Dangerfield	0	10	6	...	...	...	...	...	...	...	...	...
Brand, Mrs.	...	...	...	...	15	0	0	...	...	...	...	...
Brefitt, Mr. Alderman	1	1	0	...	...	...	...	...	...	...	...	...
Bridge, Miss Amelia	5	5	0	...	...	...	...	...	...	...	...	...
Bridge, Miss Maria	5	5	0	...	...	...	...	...	...	...	...	...
Brook, Mrs.	100	0	0	...	...	...	...	...	...	...	...	...
Brook, Miss	...	...	...	...	...	...	1	0	0	1	0	0
Brooke-Hunt, Miss	1	0	0	...	...	...	0	10	6	0	10	6
Brooke-Hunt, A. E., Esq.	...	...	...	...	...	...	...	...	...	1	1	0
Brookes, Mrs.	...	...	...	...	...	...	1	1	0	1	1	0
Brown, Anthony, Esq.	1	1	0	...	...	...	...	...	...	...	...	...
Brown, Miss Dudin	5	0	0	50	0	0	...	...	...	...	...	...
Buckley, Rev. J.	1	1	0	...	...	...	1	1	0	1	1	0
Burdon, Rev. J.	1	0	0	...	...	...	...	...	...	...	...	...
Burdon, Mrs.	1	0	0	...	...	...	...	...	...	...	...	...
Burdon, Miss	0	10	6	...	...	...	1	1	0	1	1	0
Burrows, Mrs. R.	...	...	...	0	10	0	...	...	...	...	...	...
Bush, John, Esq.	5	0	0	...	...	...	...	...	...	...	...	...
Butler, Mrs. Charles	2	0	0	...	...	...	...	...	...	...	...	...
Byas, Mrs., per Mrs. Baylee	5	0	0	...	...	...	...	...	...	...	...	...
Caldecott, Mrs.	2	2	0	...	...	...	...	...	...	...	...	...
Carew, J. Duntze, Esq.	5	0	0	...	...	...	1	1	0	1	1	0
Carew, Mrs. J. Duntze	...	...	...	...	...	...	...	...	...	1	1	0
Carmichael, Lady Gibson	1	0	0	...	...	...	...	...	...	...	...	...
Castleman, Rev. W. H.	...	...	...	...	...	...	1	1	0	1	1	0
Cater, Mrs.	1	1	0	...	...	...	...	...	...	...	...	...
Champernowne, Miss L.	10	0	0	10	0	0	1	0	0	1	0	0
Chaplin, Mrs. Alan	...	...	...	1	0	0	...	...	...	...	...	...
Ditto, collected by	...	...	...	0	10	0	...	...	...	...	...	...

	Donations.				Subscriptions.					
	1877.		1878.		1877.		1878.			
	£	s.	d.	£	s.	d.	£	s.	d.	
Churchill, Miss ...	1	0	0	...	...	...	...	...	...
Cholmeley, W., Esq., M.D. ...	...	...	...	1	1	0	1	1	0
Cholmeley, Mrs. ...	...	...	...	1	1	0	1	1	0
Clay, Miss ...	1	0	0	...	...	...	...	...	...
Ditto, collected by...	0	5	0	0	10	0	...	...	...
Cleveland, Dowager Duchess of	25	0	0	...	...	...	...	...	...
Clifford, Miss ...	1	0	0	...	...	...	...	...	...
Clifford, Miss Ellen ...	...	...	...	1	1	0	...	...	...
Cokayne, T. A., Esq. ...	...	...	...	...	...	...	1	1	0
Cole, Mrs. Edwin ...	0	5	6	...	...	...	...	...	...
Coles, W. G., Esq. ...	10	0	0	...	...	...	...	...	...
Colley, Henry, Esq. ...	5	0	0	...	...	...	...	...	...
Collisson, Mrs. ...	2	0	0	...	...	...	...	...	...
Colvin, Mrs. ...	3	3	0	...	...	...	...	...	...
Colston, Rev. John ...	1	1	0	...	...	...	...	...	...
Colston, Mrs. ...	3	0	0	...	...	...	...	...	...
Corrie, John, Esq. ...	1	1	0	...	...	...	...	...	...
Cotton, Mrs. ...	...	...	...	...	...	...	1	1	0
Coynez, Mrs. Walter ...	1	0	0	...	...	...	...	...	...
Crampton, Mrs. ...	...	...	...	1	0	0	...	...	...
Cranbrook, Viscount ...	...	...	...	10	0	0	...	...	...
Craster, Rev. T. H. and Mrs. ...	...	...	...	1	0	0	...	...	...
Crawley-Boevey, Sir T. H., Bart, ...	5	0	0	...	...	...	...	...	...
Crawshay, Mrs. George ...	5	0	0	...	...	...	...	...	...
Craven, Miss ...	1	0	0	...	...	...	...	...	...
Cromie, Lady ...	1	0	0	...	...	...	...	...	...
Cropper, James, Esq. ...	10	0	0	...	...	...	...	...	...
C.S.H., per Mrs. F. A. Bosanquet	...	...	...	...	...	...	1	1	0
Dangerfield, Mrs. ...	0	10	6	...	...	...	0	10	6
Dangerfield, F., Esq. ...	0	10	6	...	...	...	...	...	...
Danvers, J. F., Esq. ...	...	...	...	...	...	...	1	1	0
Dawnay, Hon. Payan ...	20	0	0	...	...	...	...	...	...
Dawnay, Hon. Lydia ...	20	0	0	...	...	...	...	...	...
Dawson and Sons, Messrs. W.	2	2	0
Davis, W., Esq. ...	2	2	0	...	...	...	...	...	...
Deacon, Miss Mary ...	...	...	...	10	0	0	...	...	...
Deacon, Miss Ellen B. ...	...	...	...	5	0	0	...	...	...
Dearburg, J., Esq. ...	1	1	0	...	...	...	...	...	...
Dickinson, Mrs. J. ...	0	5	0	...	...	...	...	...	...
Dillon, Miss Lucy	1	0	0
Dorington, J. E., Esq., J.P. ...	...	...	...	200	0	0	...	...	...
Douglas, E. O., Esq. ...	3	3	0	...	...	...	...	...	...
Dowling, E. S., Esq. ...	1	0	0	1	1	0
Downe, Dowager Viscountess...	10	0	0	...	...	...	...	...	...

	Donations.			Subscriptions.			
	1877.		1878.	1877.		1878.	
	£	s.	d.	£	s.	d.	
Ducie, Earl of	10	0	0	...	...	...
Duckworth, Hon. Edina ... ...	...	5	0	0	...	...
 Eaglesome, Miss, <i>per</i> ... ... ...	...	5	5	0	...	...
Easson, Mrs.	0	2	6	...	...	...
Eavestaffe, Miss	1	0	0	•	...	...
Eavestaffe, Miss Rose	0	10	0	...	...	...
Eccles, Alfred, Esq.	5	10	0	...	...	...
Eddowes, S., Esq. ... ... ...	...	...	...	1	1	0
Ellis, Mrs.	1	0	0	...	...	...
Emeris, Rev. John	10	0	0	...	...	...
E. P., per Miss Augeraud ...	0	10	0	...	...	...
Erichsen, Mrs. ... ... ...	...	2	0	0	...	...
Evans, Mrs.	1	0	0	...	...	...
 Fall, Miss	20	0	0	...	...	...
Faulkner, Mrs.	1	0	0	...	...	...
F. C. M., per Messrs. Praeds ...	...	2	2	0	...	...
Ferrierès, Baron de	10	0	0	...	1	1	0
Ferrierès, Grace Baroness Du Bois de	2	0	0	...	...	...
Fielder, Mrs., Collected by ...	...	3	5	6	...	...
Fleming, Rev. Canon ... ... ...	...	...	...	1	1	0
Flower, Mrs.	5	0	0	10	0	0	
Foster, E. Bird, Esq.	21	0	0	10	10	0	
Fox, Rev. H. E. ... ... ...	...	0	10	0	...	...
France-Hayhurst, Rev. Canon	...	5	0	0	...	...
 Gambier-Parry, T., Esq.	25	0	0	...	...	...
Gardner, R. C., Esq.	2	2	0	...	1	1	0
Gardner, Mr.	0	10	0	...	...	...
Gardner, Mrs.	0	10	0	...	...	...
Garton, Mrs.	5	0	0	...	...	...
Gaselee, Mrs.	5	5	0	...	...	...
Gay, Mrs.	1	1	0	...	...	...
Gilbert, Mrs.	1	0	0	...	...	...
Gilbert, Miss ... ... ...	...	6	5	6	...	...
Ditto, collected by ... ...	...	4	4	6	...	...
Gillespie, A. M. ....	...	5	5	0	...	...
Gillis, J. R., Esq.	0	10	6	...	...	...
Glossop, Mrs.	5	0	0	...	...	...
Gloucester and Bristol, Bishop of	...	10	0	0	...	...
Godman, —, Esq.	1	0	0	...	...	...

	Donations.			Subscriptions.		
	1877.		1878.	1877.		1878.
	£	s.	d.	£	s.	d.
Goldsmid, Sir Francis, Bart.,						
Q C., M.P.	30	0	0	...	...	...
Goldsmid, Lady....	10	10	0	...	...	...
Goldsmid, Miss ...	5	0	0	...	...	...
Goodchild, Mrs.	0	10	0	0	10	6
Goodlake, H. Cox, Esq.	2	2	0	...	1	1
Gordon, Vice-Admiral E. F.	5	0	0	...	...	...
Grant, Col. J. A.	5	0	0	...	...	...
Graves, Miss A....	1	0	0	...	...	...
Greame, Rev. Yarburgh Lloyd	20	0	0	...	...	...
Green, Mrs. and Miss Everitt...	...	..	..	1	1	0
Greenwood—per Joint Stock				1	1	0
Bank	5	0	0	...	...	...
G. R. F.	4	7	0	...	...	...
Griffin, Mrs. Harcourt	1	0	0	...	...	...
Grocers' Company	100	0	0	...	...	...
Grubb, Capt. Alexander, R.A. ....	...	..	..	2	2	0
Guise, Mrs. H.	1	1	0	...	...	...
 Haberdashers' Company	10	10	0	...	...	...
Hale, T., Jun., Esq. ....	...	..	..	1	1	0
Hampson, Miss	1	0	0	...	...	...
Hampson, Miss H.	1	0	0	...	...	...
Hanbury-Tracy, Hon. Henry....	...	..	..	5	0	0
Hanbury-Tracy, Miss ....	...	..	..	3	0	0
Handcock, Rev. W.	1	0	0	...	...	...
Handfield, Mrs. ....	...	..	..	1	0	0
Harding, W., Esq.	1	0	0	...	...	...
Harris, Alfred, Esq.	5	0	0	...	...	...
Harris, Alfred, Jun., Esq.	5	0	0	...	...	...
Harris, Miss	0	10	0	...	...	...
Haviland, Rev. A. C.	2	2	0	...	...	...
Heberden, Rev. W.	10	0	0	...	...	...
Heberden, W. B., Esq.	1	1	0	...	...	...
Henry, Mrs. Snowdon	5	0	0	...	...	...
Hervey, Mrs.	1	0	0	...	...	...
Hewitt, Rev. A.	2	2	0	...	...	...
Heywood, B. A., Esq.	1	1	0	...	1	1
Heywood, Miss	2	2	0	...	...	...
Hicks-Beach, Rt. Hon. Sir						
Michael E., Bart., M.P. ....	...	30	0	0	...	...
Hilhouse, The Misses ....	...	..	..	2	2	0
Hills, F. C., Esq.	5	5	0	...	...	...
Hindle, Joseph, Esq. ....	...	..	..	...	5	5
Hipkins, A. J., Esq.	1	1	0	...	...	...

	Donations.				Subscriptions.			
	1877.	1878.	1877.	1878.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hodgson, T. H., Esq. ....	...	1 1 0	...	...	...	...	...	...
Hogg, Sir J. McGarel, Bart., K.C.B., M.P. ....	...	5 5 0	...	...	2 2 0	...	...	...
Holdship, J., Esq.	5 5 0	...	...	...	...	...	...	...
Holford, R. S., Esq.	10 0 0	...	...	...	...	...	...	...
Ditto, 2nd don.	10 0 0	...	...	...	...	...	...	...
Holland, E. L., Esq. ....	...	...	1 0 0	...	...	...	...	...
Hopkinson, G. H., Esq. ....	...	...	1 1 0	1 1 0	...	...	...	...
Hopkinson, Mrs. G. H. ....	...	...	1 1 0	1 1 0	...	...	...	...
Hoskyns, Mrs. E.	1 1 0	...	...	...	...	...	...	...
Howard, David, Esq.	5 0 0	...	...	...	...	...	...	...
Hubbard, W. Egerton, Esq.	5 0 0	...	...	...	...	...	...	...
Hughes, Mrs. W. L.	1 1 0	...	...	...	...	...	...	...
Huleatt, Rev. H. ....	...	...	...	...	...	1 1 0	...	...
Hull, Miss	3 3 0	...	2 2 0	2 2 0	...	...	...	...
Ditto, Collected by	2 16 0	...	...	...	...	...	...	...
Hulse, Sir Edward, Bart.	1 1 0	...	...	...	...	...	...	...
Hunt, C. Brooke, Esq.	10 0 0	...	2 2 0	2 2 0	...	...	...	...
Hunt, Mrs. Brooke	10 0 0	...	2 2 0	2 2 0	...	...	...	...
Inglis, Dr. ....	...	5 0 0	...	...	...	...	...	...
Irvine, W. Douglas, Esq.	20 0 0	...	...	...	...	...	...	...
Ditto, 2nd don.	100 0 0	...	...	...	...	...	...	...
James, Rev. A. O.	2 2 0	...	...	...	...	...	...	...
Jameson, Miss	1 1 0	...	...	...	...	...	...	...
Jarvis, Sir L. W.	5 0 0	...	...	...	...	...	...	...
Jenkinson, Lady ....	...	...	1 0 0	...	...	...	...	...
Jex-Blake, Rev. Dr. (Head Master of Rugby School)	1 1 0	...	...	...	...	...	...	...
Jones, Sir Willoughby, Bart. ....	...	...	1 1 0	1 1 0	...	...	...	...
Johnston, C. E., Esq. ....	...	...	...	...	...	2 2 0	...	...
Johnstone, John, Esq. ....	...	5 5 0	...	...	...	...	...	...
Jowitt, John, Esq.	10 0 0	...	...	...	...	...	...	...
Jowitt, Miss	5 0 0	...	...	...	...	...	...	...
Kaye, Mrs. ....	...	...	1 1 0	1 1 0	...	...	...	...
Kaye, Miss ....	...	...	1 1 0	1 1 0	...	...	...	...
Kaye, Miss Alice ....	...	...	...	...	...	1 1 0	...	...
Kemble, Mrs. Horatio	1 0 0	...	...	...	...	...	...	...
Kempthorne, Mrs.	1 1 0	...	...	...	...	...	...	...
Kennard, Mrs. Bruce	2 2 0	...	...	...	...	...	...	...
Kildare, Marquess of	5 0 0	...	...	...	...	...	...	...
King, Mrs. Joseph	5 0 0	...	...	...	...	...	...	...

	Donations.			Subscriptions.		
	1877.	1878.	£ s. d.	1877.	1878.	£ s. d.
Kinnaird, Hon. Olivia	5 5 0	...	...	...	...	...
Knolleké, Mrs. ... ... ...	...	...	...	0 10 0	...	...
L. A.	0 10 0	...	...	...	...	...
Lane, Sydney L., Esq.	5 0 0	...	...	...	...	...
Lawrence, Rev. C. D'Aguilar	1 0 0	...	...	...	...	...
Lawrence, Miss	2 0 0	...	...	...	...	...
Lawrence, Miss Emily	1 0 0	...	...	...	...	...
Learmonth, A. J. Livingstone, Esq.	5 0 0	...	...	...	...	...
Leaf, Charles, Esq.	10 10 0	...	...	...	...	...
Leinster, Duke of	5 0 0	...	...	...	...	...
Lincoln, Sub-Dean of ... ...	...	5 0 0	...	...	...	...
Little Alice (In Memory of) ...	0 10 6	...	...	...	...	...
Lowther, Sir Charles, Bart. ...	1 0 0	...	...	...	...	...
Lyon, W., Esq. ... ...	...	...	...	1 1 0	1 1 0	...
M.	2 2 0	...	...	...	...	...
M. B. R.	2 2 0	...	...	1 1 0	1 1 0	...
Mabbett, J., Esq.	5 0 0	...	...	...	...	...
McCalmont, Robert, Esq. ...	10 0 0	...	...	...	...	...
Macfie, John, Esq. ... ...	...	2 2 0	...	...	...	...
Mackenzie, J. P., Esq. ...	2 2 0	...	...	...	...	...
Mallet, C., Esq. ... ...	...	...	...	1 1 0	1 1 0	...
Malone, Mrs.	1 0 0	...	...	...	...	...
Mangold, Mrs.	1 1 0	...	...	...	...	...
Marriott, Miss	1 1 0	...	...	...	...	...
Marriott, Miss, per Messrs. Praeds	...	1 6 0	...	...	...	...
Marshall, W. E., Esq. ...	5 0 0	...	...	...	...	...
Marshall, Mrs. W. E. ...	4 0 0	...	...	...	...	...
Marshall, Henry, Esq. ...	1 0 0	...	...	...	...	...
Martelli, Mrs. ... ...	...	1 1 0	...	...	...	...
Mathews, J. H., Esq. ...	5 5 0	...	...	...	...	...
Maule, A. H., Esq. ... ...	...	...	...	...	1 1 0	...
May, Rev. H. F.	0 4 0	...	...	...	...	...
Medhurst, Miss B.	0 5 0	...	...	...	...	...
Merchant Taylors' Company ...	21 0 0	...	...	...	...	...
Middlesex, Archdeacon of ...	1 1 0	...	...	...	...	...
Miles, Rev. Henry	2 2 0	...	...	...	...	...
Miller, Mrs.	50 0 0	...	...	...	...	...
Molony, Mrs. E. W.	5 0 0	...	...	...	...	...
Monck, Viscount	5 0 0	...	...	...	...	...
Montressor, Vice-Adm. F. Byng	1 0 0	...	...	...	...	...
Morrell, Herbert, Esq., and Mrs. Herbert	5 0 0	...	...	...	...	...

	Donations.			Subscriptions.		
	1877.		1878.	1877.		1878.
	£	s.	d.	£	s.	d.
Morris, Rev. R. 1 0 0						
Morton, Rev. W. 1 0 0						
Mott, Albert J., Esq. 2 2 0						
Mouat, Charles, Esq. 2 2 0						
Muir, Andrew, Esq. 1 0 0						
Murray, Sir Patrick Keith, Bart. 1 0 0						
Nash, Rev. Zachary 0 5 0						
Neave, Mrs. Sheffield 2 0 0						
Newbatt, Benj., Esq. 1 1 0						
Newcomb, Captain 20 0 0 ... 2 2 0 2 2 0						
Nicholson, Mrs. 0 5 0						
Norwich, Dean of 10 0 0						
Oakes, Arthur, Esq. 2 2 0						
Offertory, Stinchcombe, per Ven.						
Sir George Prevost, Bart.... 10 3 2						
Oldfield, Edmund, Esq. 1 1 0 1 1 0						
Ossington, Viscountess 5 0 0						
Parker, Miss Lucy 1 1 0 1 1 0						
Pattison, A. Dunn. Esq. 100 0 0						
P. E., per Miss Augeraud ... 0 10 0						
Pelham-Clinton, Lord Charles 1 1 0 1 1 0						
Penrhyn, Miss E. 0 10 0						
Philipps, Rev. H. 1 1 0						
Pigou, Mrs. 0 10 0						
Pigou, Miss. 0 10 6						
Pipe, Miss 2 2 0 2 2 0						
Praed, A. Campbell B., Esq. ... 25 0 0 75 0 0						
Praed, Messrs. 20 0 0						
Pratt, Miss H. 2 0 0						
Prevost, Ven. Archdeacon Sir						
George, Bart. 2 0 0						
Prevost, Mrs. A. E. 2 0 0						
Ditto, Collected by 1 0 0						
Ditto, per (a Friend) 10 0 0						
Price, Mrs. Robert 1 1 0						
Price, W. Philip, Esq. 20 0 0						
Purnell, Mrs. 1 0 0						
Purnell, Miss and Miss Helen... 5 0 0						
Purnell, Miss Helen 1 1 0						

	Donations.			Subscriptions.						
	1877.	1878.	1877.	1878.	£	s.	d.	£	s.	d.
Ramsden, Lady...	1	1	0	...	...	...	...	1	0	0
Rathbone, S. G., Esq.	...	5	0	0	...	...	...	...	...	...
Rawlings, Ed., Esq....	5	5	0	...	...	...	...	...	...	...
Rice, Hon. Cecil	...	1	0	0	...	...	...	...	...	...
Rice, Hon. Harriet	...	1	0	0	...	...	...	...	...	...
Richards, Rev. R. E. (Principal of the Fishponds Training College, Bristol) ...	1	1	0	...	...	...	...	1	1	0
Richardson, Frank, Esq. ...	10	10	0	...	1	1	0	1	1	0
Rickards, Rev. T. A.	1	0	0	...	...	...	...	...	...	...
Rickards, Mrs. ...	1	0	0	...	...	...	...	...	...	...
Rivington, Alexander, Esq. ...	2	2	0	...	...	...	...	...	...	...
Rivington, F. H., Esq. ...	2	2	0	...	...	...	...	...	...	...
Robbo, Signor ...	0	10	0	...	...	...	...	...	...	...
Robinson, G. J., Esq. ...	1	1	0	...	...	...	...	...	...	...
Ross, Hugh, Esq. ...	1	1	0	...	...	...	...	...	...	...
Rothschild, Baron Ferdinand de	...	10	10	0	...	...	...	...	...	...
Rumsey, Rev. H. L....	1	1	0	...	1	1	0	...	...	...
Rumsey, Rev. R. F....	...	...	...	...	1	1	0	...	...	...
Russell, Hon. F. A. Rollo	...	...	...	...	...	...	...	0	10	0
Russell, Mrs. George	5	0	0	...	...	...	...	...	...	...
Rutherford, T. B., Esq. ...	1	1	0	...	...	...	...	...	...	...
Sankey, Mrs. ...	0	5	0	...	...	...	...	...	...	...
Sankey, Miss ...	0	5	0	...	...	...	...	...	...	...
Saunders, Mrs. Charles	5	0	0	...	...	...	...	...	...	...
Saunders, Rev. W. S. ...	4	4	0	...	...	...	...	...	...	...
Scott, Sir John ...	1	1	0	...	...	...	...	...	...	...
Scott, Mrs. Jane	1	1	0	...	...	...	...	...	...	...
Sefton, Earl of ...	5	0	0	...	...	...	...	...	...	...
Shaw, Rev. E. B. ...	...	...	...	...	1	1	0	1	1	0
Shoobred, Messrs. ...	2	2	0	...	...	...	...	...	...	...
Skinner's Company ...	...	5	5	0	...	...	...	...	...	...
Smith, Lady ...	...	10	0	0	...	...	...	...	...	...
Smith, J. Barkeley, Esq....	10	0	0	...	...	...	...	...	...	...
Smith, Mrs. James ...	...	...	...	...	2	0	0	1	0	0
Smith, Mrs. Sampson ...	1	0	0	...	...	...	...	...	...	...
Somers, Miss ...	1	1	0	...	...	...	...	...	...	...
Somerset, Mrs. Henry ...	...	...	...	...	0	10	6	0	10	6
Somerset, Rev. Boscawen T.H.G.	...	...	...	...	...	...	...	1	1	0
Stanton, A. J., Esq., M.P. ...	1	1	0	...	...	...	...	...	...	...
Steele, Miss ...	...	1	0	0	...	...	...	...	...	...
Stilwell, J. P., Esq. ...	5	0	0	...	...	...	...	...	...	...
Stilwell, Mrs. ...	1	10	0	...	...	...	...	...	...	...
Stone, Mrs....	0	10	0	...	...	...	...	...	...	...

	Donations.			Subscriptions.		
	1877.		1878.	1877.		1878.
	£	s.	d.	£	s.	d.
Stratton, Gentry & Co., Messrs.						
R. F. ... ... ...	...			...		1 1 0
Sumner, Charles, Esq. ... ...	...			1 0 0	1 0 0	
Swears, H., Esq.	0 10	6		...		...
Swears, Mrs.	0 10	6		...		...
Swinny, Mrs. Hutchinson ...	...			...		1 1 0
Swinny, Rev. D. J. C. ...	1 0	0		...		...
Friend, per ditto	4 0	0		...		...
Sydney, Bishop of ... ...	...		5 0 0	...		...
Symonds, Charles, Esq. ...	1 1	0		...		...
Talbot, John G., Esq., M.P. ...	3 0	0		...		...
Thomas, Mrs., per Rev. H. Huleatt	5 0	0		...		...
Thompson, Rev. A. S. ... ...	...			1 1 0	1 1 0	
Thompson, Miss ... ...	...			1 1 0		...
Thompson, E. Symes, Esq., M.D. ...	...			5 5 0	5 5 0	
Thomson, Rev. W. G.	0 10	0		...		...
Thornton, Rev. W.	0 10	0		...		...
Tomkins, S., Esq.	10 10	0		...		...
Tomlinson, W. E. M., Esq. ...	10 10	0		...		...
Tomlinson, Mrs.	5 0	0		...		...
Tufnell, T. R., Esq. ... ...	...		5 0 0	...		...
Tyer, Edward, Esq.	1 1	0		...		...
Underwood, Mrs.	1 1	0		...		...
Valpy, Miss ... ...	...		0 2 6	...		...
Village Concert, Proceeds of, per Rev. J. Emeris ...	2 0	0		...		...
†Vincent, Mrs. ... ...	...		5 0 0	...		...
Vincent, Mrs. ... ...	...		0 10 0	...		...
Waggett, Mrs. ... ...	...		1 0 0	...		...
Wait, W. K., Esq., M.P. ...	10 0	0		...		...
Walker, Mrs. Tyrwhitt ...	1 1	0		...		...
Walker, Miss	5 0	0		...		...
Wallace, Mrs.	1 0	0		...		...
Walter, John, Esq., M.P. ...	10 0	0		...		...
Wathen, G. H., Esq.	3 3	0		...		...
Watkins, Rev. H. G.	20 0	0		...		2 2 0
Watkins, Rev. H. G., Jun. ...	...		...	5 5 0		...
Watson, Col.	1 0	0		...		...

	Donations.				Subscriptions.						
	1877.		1878.		1877.		1878.				
	£	s.	d.	£	s.	d.	£	s.	d.		
Watson, Mrs.	2	0	0	...	...	...	...	...	...
Webb, Miss	1	0	0	...	...	...	...	...	...
Wedderburn, Sir David, Bart.	1	0	0	...	...	...	...	...	...
Wedderburn, Lady	2	0	0	...	...	...	...	...	...
Welch, Colonel	1	0	0	...	...	...	...	...	...
White, Miss A.	2	0	0	...	...	...	...	...	...
Whiteley, W., Esq. ... ... ...	...	5	5	0	...	...	...	...	...
Weiner, A. F., Esq.	1	1	0	...	...	...	...	...	...
Wilkinson, C., Esq.	10	10	0	...	...	...	...	...	...
Wilkinson, Miss	5	5	0	...	...	...	...	...	...
Williams, Rev. Henry	5	0	0	...	...	...	...	...	...
Williams, Mrs. Isaac	10	10	0	...	...	...	...	...	...
Williams, Mrs. M., per Sir S.											
Scott and Co. ... ... ...	...	5	0	0	..	..	..	..	..
Williams, Miss	2	0	0	5	0	0	...	...	...
Williamson, Mrs. John	1	0	0	...	...	...	...	...	...
Williamson, Miss A.	0	10	0	...	...	...	...	...	...
Willis, Mrs. Whately	5	0	0	...	...	...	...	...	...
Winter, Mrs. Le Mesurier ... ... ...	...	...	...	1	1	0	...	...	...
Witts, Rev. E. F. ... ... ...	...	...	...	...	...	...	1	0	0
W. S. M.	1	1	0	1	1	0
Wood, General ... ... ...	...	1	0	0	...	...	...	...	...
Wood, Miss	1	0	0	...	...	...	...	...	...
Wylie, James L., Esq.	5	5	0	...	...	...	...	...	...
Young, C. Baring, Esq. 100	0	0	...	...	...	...	...	...	...

